

Making the Grade

2012 TEC Résumé Preparation

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Learning Objectives

- **Understand** the distinct purposes of a resumé and cover letter
- **Recognize** the key components to writing an effective resumé
- **Know** how to correctly use a job description to target a resumé
- **Aware** of the cover letter and resumé resources available through the Career Centre.

Job Market Reality Check

**“Toughest job market we have
seen in 20 years.”**

-Conclusion of Recruiters polled across Canada

**Any effective professional job search takes
between six months and one year**

**To find a target career job may require
building your career over several years**

... and for Teaching Jobs...

- Ontario's new teachers ...are increasingly **piecing together partial appointments and daily supply teaching** in more than one school or school board



A Unique Job Search process

“This is the (hiring) trend we are seeing with most School Boards in Ontario...”

Obtain approval for
Daily Supply Teaching List

Apply for
Long Term Occasional Assignments

Apply to
Permanent Teaching Roles

Mark Laurie
President,
applytoeducation

1 – 7 year timeline to land a permanent teaching role

Patience and flexibility...

“...are among the important attributes that new teachers can bring to their first classroom ... and they are absolutely vital in the search for that first job.”

Transition to Teaching Report

...and Preparation!

Today's agenda

8:45 – 10:00

Session 1 – Résumé Development

10:15 – 11:30

Session 2 – Interview Preparation

A note from “the other side”

“What impresses me most about a candidate’s resume and application is the **professional presentation** and the **experiences outside of education** that can be of benefit in dealing with kids.”

School Board
Administrator &
member of a Teacher
Interview Committee

Typical Application Package

- Cover Letter
- Application Form
- Resumé
- Student teaching Evaluations
- Ontario College of Teachers' Certificate
- Transcripts
- References
- Teaching Portfolio**

**More about Portfolios on pages 14 and 15 of *Job Search Communications Guidelines*

Your resumé is a marketing tool

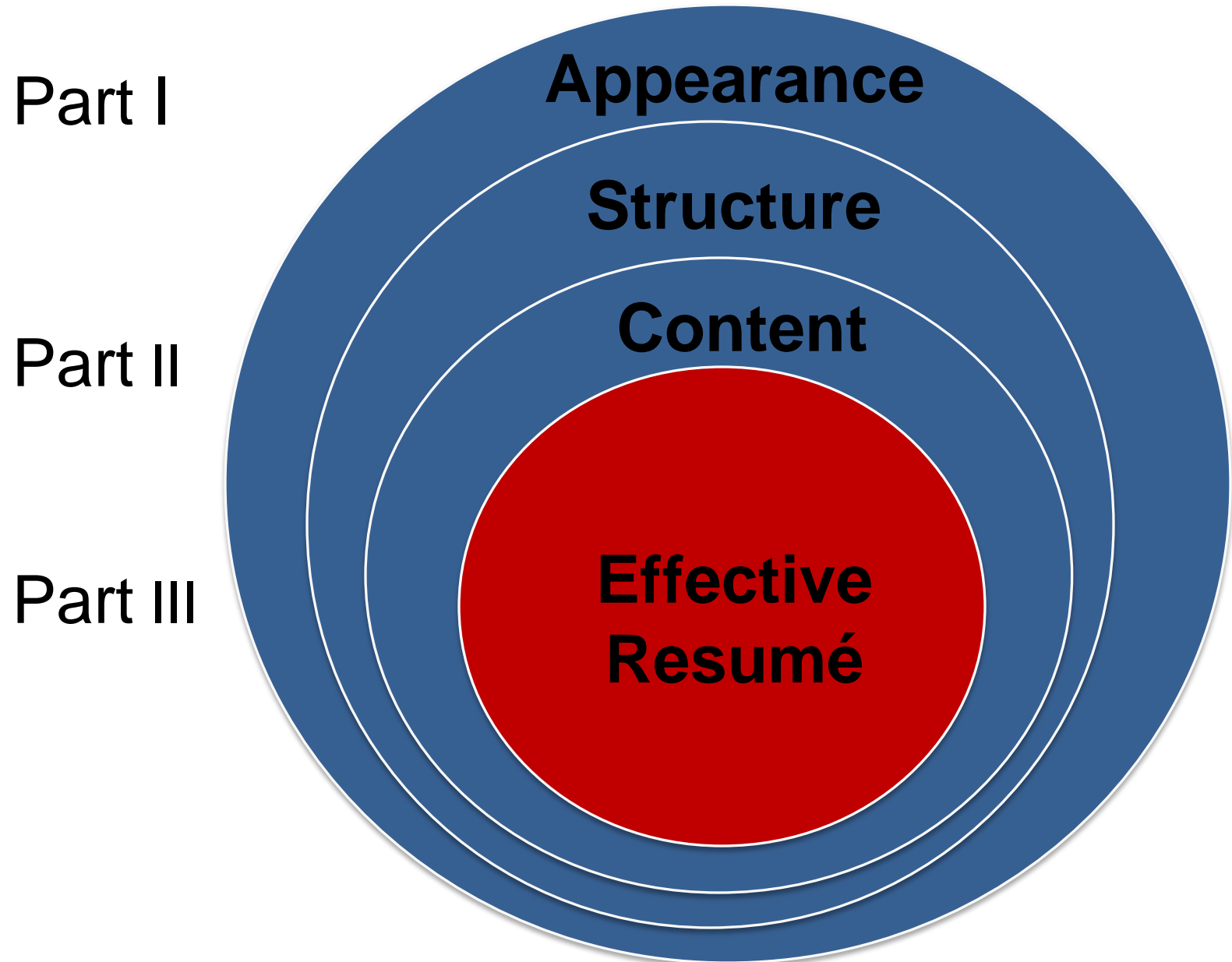
- **Used to screen** applicants “out” prior to and after an interview
- **Introduces your unique value** to an employer
- **A permanent record** for your employee file following your hiring

A resumé will not get you a job
but it may get you
an interview !

Many types of resumés...

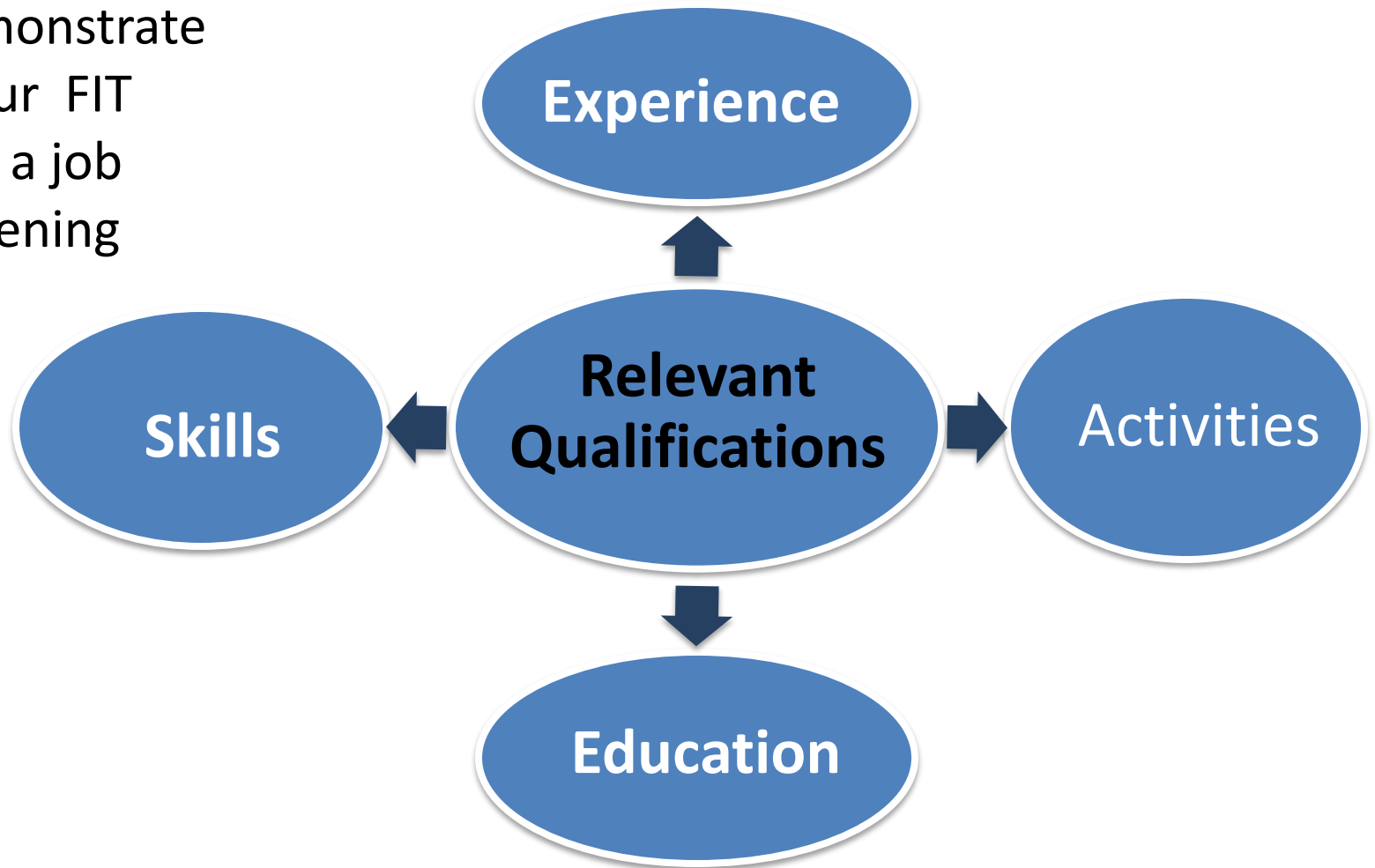
- Paper-based
- Electronic Version
- Video-based

3 Parts of an Effective Resumé



Your resumé summarizes your...

To demonstrate
your FIT
for a job
opening



How long do you think your resumé has to make an impression?

3 Steps to resumé screening

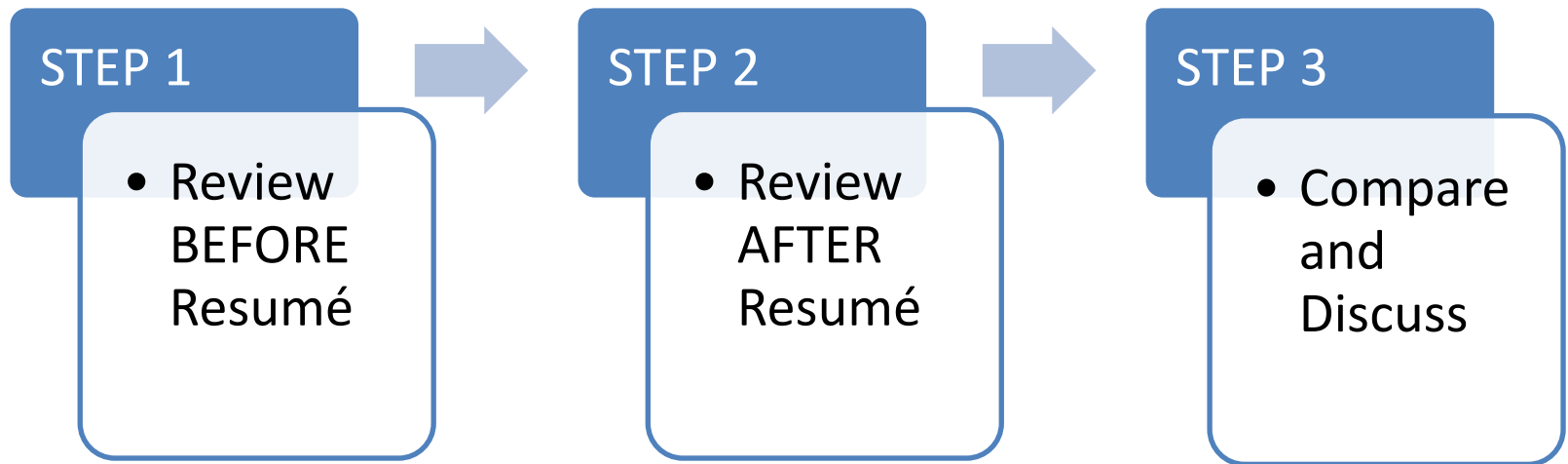


First
Impression
Appearance
5 Seconds

Second Look
Structure
15 seconds

Review
Content
30+ seconds

Experiential Learning Exercise: Resumé Scan



FOCUS AREAS

Appearance · Structure · Content

Key Appearance Components

- Attractive/Appealing
- Industry/company style
- Clear contact information
- Easy to read (font size, not crowded)
- Headings easy to locate
- Sections stand out
- Consistent in appearance
- Professional/Modern
- Error free

Be
prepared
to discuss

Compare sample resumes

BEFORE

AFTER

Maddie Prior

Summer:
55 Rock Falls Road
Oshawa, ON
(519) 555-5555
maddie-rocks@gmail.com

School Year:
195 King Street East
Waterloo ON N2L 1C5
(519) 555-2385
prio1234@wlu.ca

EDUCATION

Current - Wilfrid Laurier University, Waterloo, Ontario: B.Ed. Primary/Junior

2008 - York University, Toronto Ontario: BA Major: Sociology; Minor: English
Gold Medal Recipient for highest academic achievement

AWARDS

Ontario Scholar, for exceeding 80% average in all OAC courses

Rosenbluth International Leadership Award, for academic achievement, 2003

Lieutenant Governor's Community Volunteer Award, for outstanding volunteer work, 2002

Chief Commissioner's Gold Award, for completion of Girl Guides of Canada Senior Branch program

- Highest distinction presented to youth members by Girl Guides of Canada, 2002

Alexander Mackenzie High School Awards for Finite Math OAC, English grade 12 and OAC, awarded for excellence in given courses, 2002

WORK HISTORY

Summer 2005 Ministry of Health and Long-Term Care - Corporate Financial Services Branch, North York, Ontario
Administrative Assistant

- Duties included reconfiguration of e-filing system.
- Gathering and summarizing data from public accounts
- Responsible for finding discrepancies.
- Prepared year-end financial statements.

March 2001 to April 2005 FlowerSmart, Richmond Hill, Ontario (part-time)
Sales Associate

MADDIE PRIOR BA, BEd (Candidate 2010)

55 Rock Falls Road
Oshawa, ON M2G 1Z5

• Making Learning Fun •

519-555-5555

mprior@rogen.com

PROFESSIONAL GOAL

Elementary Teacher K-6

QUALIFICATIONS

- Teaching experience gained in community settings and multicultural public school environments
- Ability to relate well with students, teachers, parents and administrators; committed to educational excellence
- Hands-on teaching style that offers differentiated learning opportunities through the use of diverse teaching strategies
- Noted ability to spark students' interest, engage them in learning and build lifelong learners
- Valued by staff, administration and parents as a teacher with an enthusiastic attitude and a wonderful sense of humour
- Anticipate 2010 completion of **Additional Qualifications Course: Special Education Part 1 & 2**

EDUCATION & ACHIEVEMENTS

Bachelor of Education Primary/Junior
Wilfrid Laurier University, Waterloo ON 2010 (expected)

Bachelor of Arts Major: Sociology; Minor: English
York University, Toronto ON 2008
Gold Medal Recipient for highest academic achievement 2008

TEACHING EXPERIENCE

Student Teacher (Grade 6)
Gateway Hills Public School, Baden ON August 2009 - present

- Write and implemented Individual Education Plans (IEP) for students
- Developed and introduced creative lesson plans (i.e. Jeopardy, Time-Q)
- Taught a range of subject areas including reading, math, spelling and writing

Instructor (Grades K-6)
Oneonta Educational Centre, Cambridge ON Summers 2006 - 06

- Created and taught functional life skills and geography classes
- Developed and incorporated rubrics in lesson plans

EXTRA-CURRICULAR & COMMUNITY INVOLVEMENT

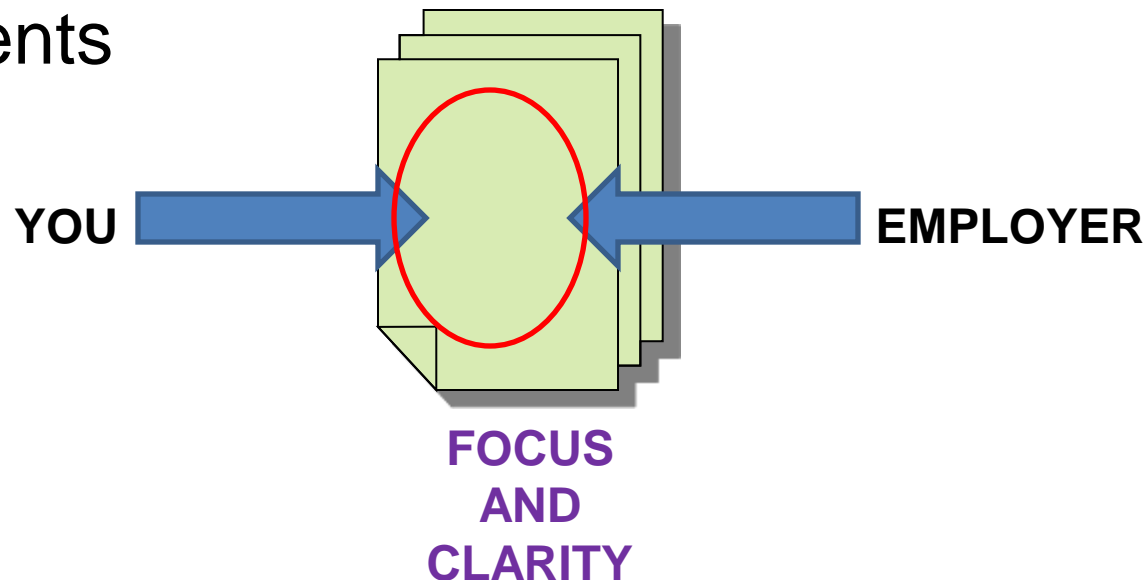
- **Visit Supervisor**, Family & Children's Services, Oshawa, ON 2006 - Present
- **Piano Teacher**, Royal Conservatory 2004 - Present
- **Drama Club Member**, Assistant Director, Oshawa Little Theatre 2001 - 2008
- **Avid Educational Blogger:** makinglearningfun.wordpress.com

"Maddie is an outstanding young educator who has excellent rapport with individuals regardless of their age or ability. She is able to create an atmosphere where others feel capable and cared about while maintaining appropriate social interactions with them." -Julia Rosenbluth, Ph.D., Principal, Baden ON

The Objective and Profile

A well-articulated Objective and Profile section can –

- Help you **target** your content to a specific job within a specific school, Board or work environment
- Assist a prospective employer in quickly understanding how your background matches their requirements



Objective

A summary description of your objectives and/or philosophy as it relates to the posted position -

A position as an Elementary School Teacher with a focus on 'making learning fun'

Profile of Qualifications

Key Components of a profile

(4- 6 point form summary statements)-

- Experience Summary (*1 line*)
- Relevant/job Skills (2-4 lines)
- Key Achievements (1 line)
- Qualities (optional – 1 line)
- Key Certification or a Bonus Highlight (1 line)

Experience Summary (1 line)

Relevant, targeted and connected to the teaching position -

More than 5 years of successful classroom management experience demonstrated within volunteer and student teaching roles

Combine your experience to create a “big picture” summary

Relevant Job Skills (2-4 lines)

Present the most job-relevant skills by describing how you will or how you have used them -

Demonstrated ability to appropriately and effectively individualize instruction based on student's needs and interests

Be prepared to support this in the Interview Phase

Presenting Job-relevant skills...

Most jobs have some requirement for:

- **Technical** (Hard) Job-specific skills
- **Non-technical** (Soft) skills

Transferable skills

(Soft or non-technical skills) are skills we all have to varying degrees and are applicable for many situations/jobs

Transferable Skills ...

- Enable an employer to **distinguish** between candidates with similar qualification backgrounds (e.g. B.Ed)
- Improve the **competitiveness and impact** of your resumé or cover letter
- Provide **‘speaking points’** for interviews, networking and career management discussions

What we now know

Employers used to **hire** for technical skills and **fire** for soft skills ... now they often **hire** for soft skills and **invest** in the development of technical skills

Top Transferable Skills Sought by Employers

Can you identify the top transferable skills sought by employers?

- Communication
- Analytical/Research
- Computer Literacy
- Adaptability/Managing Multiple Priorities
- Interpersonal Abilities
- Leadership
- Multicultural Sensitivity/Awareness
- Planning/Organizing
- Problem Solving
- Teamwork

Transferable Traits sought by employers -

- Honesty & Integrity
- Adaptability & Flexibility
- Dedication/Tenacity
- Dependability
- Resourcefulness
- Positive Attitude
- Enthusiasm
- Professionalism
- Self-Confidence
- Self-Motivation
- Energy/Drive
- Willingness to Learn

Marketing your Skills

- Your task is to develop ways of **articulating** your unique skills in a **specific, not generic** way...
- You need to be able to dissect or **deconstruct your skills** to construct effective resumé and interview phrases

Deconstructing your Skills

Oral Communication

In-Class
Instruction

Parents &
Administration

Leveraging
Technology

Provide
Clarity

Collaborative
Engagement

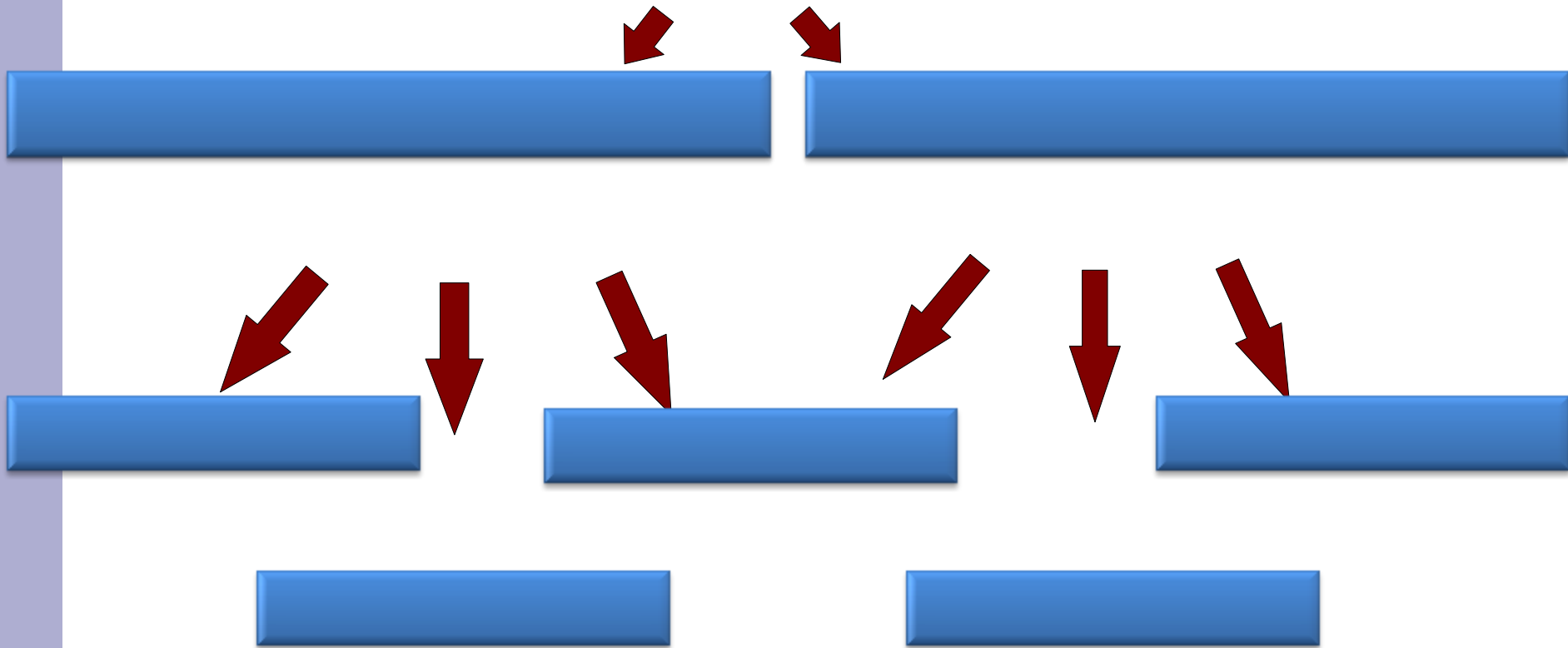
Differentiated
Learning

Empathetic
Listening

Group exercise –

Deconstruct the following...

Classroom Management



Example

Classroom Management

**In-Class
Instruction**

**Curriculum
Development**

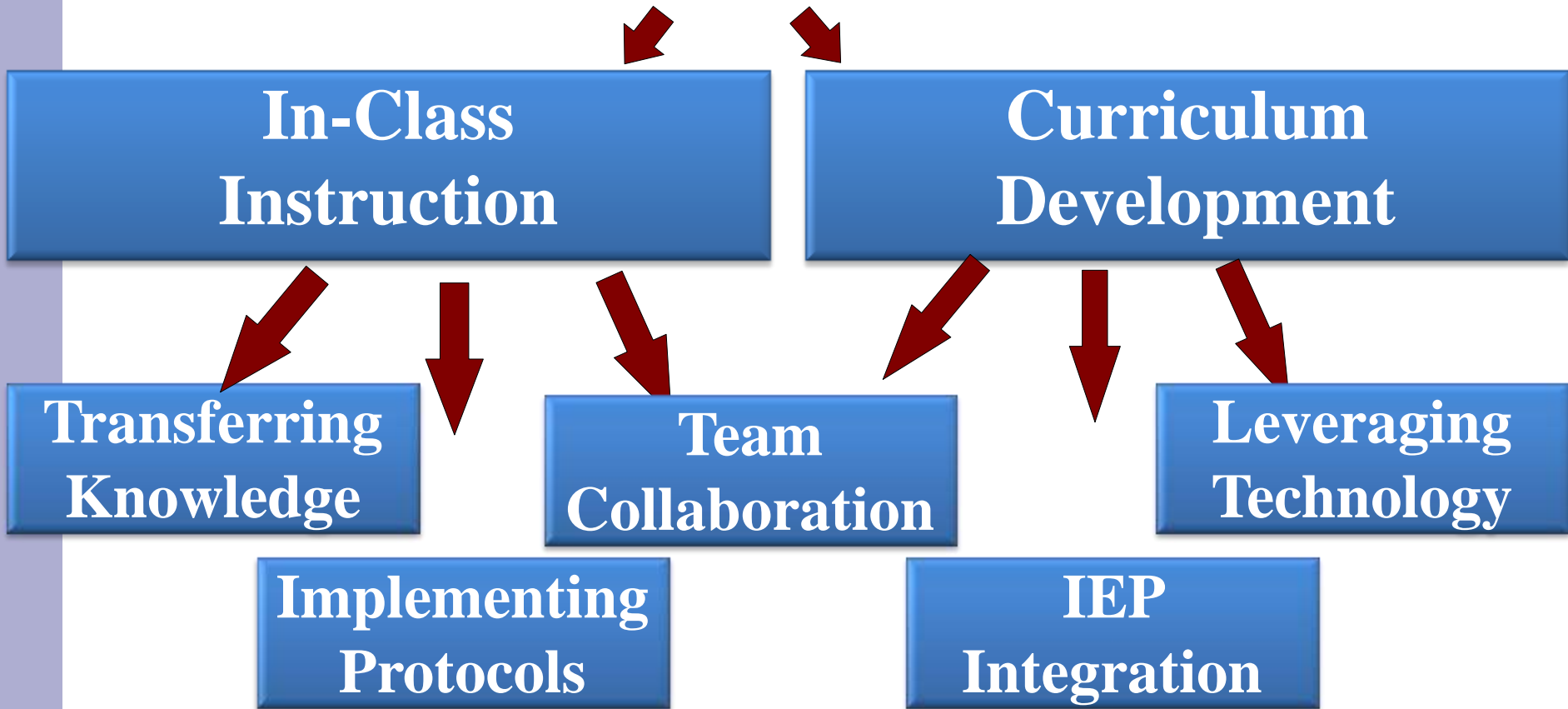
**Transferring
Knowledge**

**Team
Collaboration**

**Leveraging
Technology**

**Implementing
Protocols**

**IEP
Integration**



Keys to Presenting Transferable Skills...

- ❑ Know what skills are **required** for the job (research job postings)
- ❑ Know **how your skills match** the employer requirements and enable you to **DO** the job
- ❑ **Deconstruct** 3-4 skills to **present them in a unique and job-relevant manner** in your resumé and cover letter and during your interview

Relevant Job Skills

Convert generic skills into a **transferable skill** by providing a tangible demonstration of how the skill will be used on the job

e.g. Excellent interpersonal skills

Focus on
the
relevant
application
of the
skill

Proven ability to establish
cooperative and professional
relationships with parents, staff
and administration

Key Achievements (1 line)

Demonstrate a distinctive accomplishment or experience – quantify if possible!

Organized and co-ordinated a student golf tournament which raised \$8000 and presented a positive image of the school within the community

Qualities (1 line)

Provide insight into your unique personality or character traits -

Committed to creating a classroom atmosphere that is stimulating, encouraging and inclusive for all students

Certifications or Credentials

Indicate what you have or *will have shortly* as listed within a posting -

Additional Qualifications (AQ):
Completed Part 1 and 2 of French
as a Second Language; currently
enrolled in Part 3

**You may
choose to
present
this under
Education or
PD**

“Bonus” Qualifications

Highlight relevant courses or experience -

- Technical or Computer Skills
- Languages or Cultural Immersion
- Sports and Athletics
- Music and Drama
- Community Programs

TIP: Research the school and community to understand which qualifications may be most relevant to their environment.

Extra Curricular Activities

Keep in mind, this section may clearly distinguish you from other applicants!

This heading is most useful for teaching roles!

Arts

Drama

Music

Travel

Sports

Fund raising

Book Clubs

Games (e.g. Chess)

More about Resumes for Teacher Education Candidates on page 10-13
of *Job Search Communications Guidelines*

Additional Training or PD

List either
in a
separate
section or
in the
Education
Section

- Include seminars/lectures you attended which were not part of course work
- Focus on relevant training and development (e.g. Non-Violent Crisis Intervention Training, Brain Gym)

What about Personal Details?

Generally
not
included
on
Canadian
Resumés

- Date of birth
- Gender
- Marital/Family Status
- Disability information
- Country of Origin and/or Citizenship
- Ethnic background
- Languages spoken
- Religion

This varies by
Country so do
your homework

Effective resumés are...

- Concise
- Easy to read
- Typo-free
- Spell checked
- Attractive
- Professional
- Position-relevant

Sample
Action Verbs and
Keywords for
Teacher
Candidates on
page 24-25
*Communications
Guidelines*

TIP: Unless otherwise instructed, plan to send a cover letter with your resumé.

Cover Letters – An Overview

3 short paragraphs	3 key questions to be addressed
Introduction	Why Them? <ul style="list-style-type: none">▪ Connects you to the school, Board or Community▪ Clarifies how you learned about the position▪ Projects your enthusiasm for their posting
Body Text	Why You? <ul style="list-style-type: none">▪ Indicates that you have researched the position well▪ Demonstrates how your unique background and skills appropriately match their current requirements <u>and</u> future plans
Conclusion	Why Now? <ul style="list-style-type: none">▪ Confirms your enthusiasm, course completion timeline and availability for an interview▪ Requests an opportunity for further discussion

More about Cover Letters on page 8, 9 and 13 of
Job Search Communications Guidelines

A Word about References

**Present on a
separate
page**

**May be part
of your
application
submission**

- Should have observed you within a relevant environment -
(e.g. teaching, camp counselling, group facilitation, program development)
 - **Principals**
 - **Supervising Teachers**
 - **Professors**
 - **Superintendents**
 - **Educators**
 - **Other employers**

SELL don't TELL

Your role is to “sell” the position-relevant benefits and value of your skills, education and qualifications to the reader and not to simply “tell” them about your background and expect them to come to the appropriate conclusions on their own!

Conduct a self-evaluation

Think
about..

Teaching
Philosophy

Student
Evaluations

- What do I offer that would set me apart?
- How do I make learning environments 'Better' ?
- What are my Greatest Strengths?
- What is my Motivation?
- How committed am I to this career path?

Refer to pages 4-7 of the *Job Search Communications Guidelines* to learn more about preparing your Teaching Philosophy

More self-evaluation...

How are you engaged in your target professional Community?

Your area of study – associations/events

Community of Teachers

Community of Learners

Is your online image helping or hindering your professional reputation?

Google yourself

Audit your Facebook & other social networks

Consider joining a professional site like LinkedIn

Contribute to teaching-related professional blogs & websites

Consider enhancing your marketability

- Supply, Contract, Part-time or Volunteer teaching positions
- Related private, not-for-profit or public sector positions
- Additional Qualifications in higher-demand areas e.g. French (Second Language), Special Education or Computer Technology
- **Plan B...**

Plan “B”

- **Teaching outside of Ontario & Internationally**
 - Western & Northern Canada
 - Korea, Japan, U.K, Caribbean, U.S.
- **Alternative Educational Forums**
 - Teaching online courses
 - Private Schools, Montessori, Special Needs, Christian, Military, Boarding, Tutoring & Supplementary Learning Centres
- **Alternative Career Options**
 - Educational Software Development, Curriculum Development Centres, Assessment Centres, Literacy Organizations

Great resource for Laurier TECs:
“Teaching is a Verb too!”
www.wlu.ca/career

Next Steps

- **Obtain** a Stamp towards your *Career Development Certificate*
- **Book** an individual appointment for resumé feedback by calling **519.884.0710 ext. 4495**
- **Visit** www.wlu.ca/career for a complete listing of additional workshops , resources and events
- **Prepare** to meet Board & Agency representatives at the **2012 TEC Career Forum** on Friday, Feb 3.

Thank you for your participation!

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Career Development Centre

www.wlu.ca/career