

Preparing a Curriculum Vitae (CV)

What is a CV?

A curriculum vitae is a summary of your personal, educational and work history. It is designed to interest a potential employer in interviewing you. The style of CV can vary depending on the stage in your life/career, the type of employer or job vacancy, whether you are canvassing or applying for a known vacancy and if applying for a job in different countries. If you are applying for jobs in other countries, check out the 'Country Profiles' section on the Prospects

UK website (www.prospects.ac.uk) which contains CV/resume guidelines for over 50 different countries.

In general the most preferred style of CV in New Zealand is a combination of chronological (date ordered) and functional (skills) information, which allows you to arrange the most relevant facts in easy-to-follow and targeted sections. Some employers have particular requirements, so follow their instructions carefully. Below are three easy steps to writing an effective CV.

Step one: Target your CV

Research the employer

Research the employer(s) and the industry(s) you are interested in. What do they consider important? What are their values? What type of people work for them? What might interest them?

- Use any sources of information you can find, including websites, press articles, personal contacts etc. See page 14.
- Find out if the employer has any specific requirements or preference in regard to your CV format and order of information on it.

Understand the position description

- If you are applying for a specific position, go through the job description and highlight any qualifications, skills, experience and personal attributes the employer mentions. You need to give examples of where you have demonstrated these in your CV.
- If you're not applying for a specific position, think about what skills, experience and personal attributes the employer is likely to want, based on all the information you have been able to find out about them.

Match yourself to the job

Brainstorm how your key skills, experience and personal attributes fit what the employer is looking for. Prioritise the list and use examples from your work, study, voluntary work, interests or personal life (e.g. family commitments) to illustrate your suitability.

Identify 'scannable' words

- Employers may scan your CV as an image and use computer software to create a text file from it, even when you send a paper copy. Whether you've sent a paper or electronic version of your CV, employers may use artificial intelligence software to 'read' the text and extract key words and information.
- A scannable CV can contain the same information as your standard CV, but there are two important points to consider:
 - a scannable CV has to have facts for the artificial intelligence to extract. The more skills and facts you provide, the more opportunities you'll have for your skills to match available positions (getting 'hits');
 - Make sure you use the same words as the employer when describing your skills and experience as the software may look for those key words. For example, if the advertisement says 'excellent people skills', your CV should have a heading 'People skills' not 'Interpersonal Skills' or 'Getting on with other people'.
- If you're posting a paper copy of your CV, it needs to be good quality, with no unusual formatting or graphics, with dark ink on white paper to make it easy for the computer to distinguish the words.
- For in-depth information and examples of scannable keyword CV's, see *Resumes in Cyberspace* by Pat Criscito or *E-Resumes* by Susan Britton Whitcomb and Pat Kendall. We also hold copies of a DVD called 'Selection Success in one'. All of these are available on loan at Careers, Internships & Employment.
Acknowledgment: CAREERROADS 2000 The Directory to Job, Resume and Career Management Sites on the Web.

Step two: Content of your CV

Personal details

- Write your name and term-time and home addresses if different. If you are using two addresses give dates you will be at each one.
- Include your landline and/or mobile telephone number(s).
- Include your email address.
- Indicate whether you are a NZ citizen, Permanent Resident or hold a valid New Zealand Work Permit.
- Information relating to age, gender, marital status and health need not be listed.

Career objective (optional)

- If you wish to include a career objective, place it near the beginning of your CV.
- Make sure it is short and specific to the particular organisation you are approaching.

Education & qualifications

- Include your degree indicating major subject(s), thesis or project title. You can write this in brief and state 'See Academic Transcript attached' and/or include your grades in the body of your CV.
- Write the name of the institution you are studying at and the year dates. Include information on when you are expecting to graduate and available to commence employment.
- Include secondary school details if relevant. In some cases employers require these. It is not necessary to include copies of certificates and awards from school.
- List any other qualifications that you have completed and/or are working towards.
- If you are including qualifications gained overseas you should include a brief explanation of them, including whether they have been recognised by the NZQA and/or New Zealand Immigration for employment purposes in New Zealand.
- Show the information in reverse chronological order i.e. most recent information first.

Achievements

- Mention positions of responsibility you have held, such as Class Representative, captain or coach of a team, or any special awards received.
- If you have many school, university and/or any other achievements, consider dividing them into four categories: cultural, sports, leadership (positions of responsibility) and academic (awards).

- If you are a job seeker who has had family commitments while studying you may want to include these in this section.

Employment history

- Write the job title, name of employer, location and period of employment (e.g. Nov 2010 – Feb 2011).
- List your most recent position first, and then continue in reverse chronological order.
- Provide a brief description of the responsibilities/tasks of the position. Use action verbs to describe these (see page 29).
- Note the relevant skills you developed and achievements/accomplishments you gained while working for each employer.
- Suggest and interpret how your work experience relates to the employer's activities. Note any special projects or tasks you completed and responsibilities you had.

Key skills/competencies & attributes

- Identify the key skills/competencies an employer is looking for in the position description. Put these as headings. Use examples to illustrate your skills, experience and personal attributes, giving an employer a context to understand where you have gained or demonstrated these. Order your skills/competencies and attributes by relevance to the job.
- If you choose to give examples of the application of your skills and attributes in both your Work and Key Skills sections, take care to avoid simply repeating the same information.
- Use the STAR principle in writing a skill or competency. That is, think of:
 - A **Situation** and/or **Task** you have done. The **Action** steps you took in that situation and/or task. The **Result/outcome**.
 - For example: 'Researched, prepared and delivered a presentation to over 50 students in a management course. Received positive feedback from lecturer and classmates. Achieved an A grade.'



Interests

- Include your interests – sports, cultural groups, hobbies and volunteer work.
- List any clubs or societies you belong to.
- Interests describe aspects of your personality to an employer and highlight your skill development relevant to the workplace (for example, team skills).
- Provide enough detail for the employer to understand the extent of your interest.

Referees

- List two or three referees. These can be a current or previous employer, a university staff member, a sports coach, fellow club members and/or a family friend.
- Your referees should know you well enough to support you in your job applications.
- List your referees' names, addresses, email addresses and telephone numbers on your CV and/or application form.

- Do not attach written references to your application unless the employer has specifically asked for them. However, you can attach one written reference if you think that will 'add value' to your application. Draw the employer's attention to it in your cover letter.
- Always obtain your referees' consent before giving their name and contact details. Offer your referees a copy of your CV and discuss it with them. A copy of the job description and/or advertisement for any position you are applying to is also useful background for referees.

Step three: Presentation of your CV

Impact

- The aim of the CV is to get you an interview. You will have about 30 seconds of the employer's time to make an impact. This means your CV must gain the employer's attention immediately.
- Effective CV's are targeted to the specific employer you are sending it to. This means adjusting it for each application. Create a CV database that includes a range of skills/competencies, attributes and experiences from which you can then select the most relevant examples for inclusion in your CV for a particular position.

Format/layout

- The design, layout, order and style in which you present your information in your CV is for you to decide, unless the employer has specified any particular guidelines.
- Length of a CV can vary – aim to be as concise as possible. Typically no more than 2-3 pages in length.
- Allow plenty of 'white space' on each page, so the CV looks professional, easy to read and not crowded.
- Use clearly defined (bold) headings and subheadings to make it easy for the employer to find the information they're looking for. Keep headings consistent in font style and size throughout.
- Make sure your CV is typed and looks professional. Use white paper to print your CV on as most employers photocopy CV's to give to interview panellists.
- If posting, don't bind your CV but staple the top left-hand corner of the pages together. This enables the employer to easily photocopy your CV if required.
- Increasingly, employers are asking for CVs to be sent electronically. This can include sending your CV as an attachment to an email or attaching it to an online application form via a link on a web page. Make sure your file is in the format the employer has requested, and that the file name includes your name e.g. 'FredJohnsonCV.doc' rather than simply 'CV.doc'.

Checklist – before you send cover letter and CV

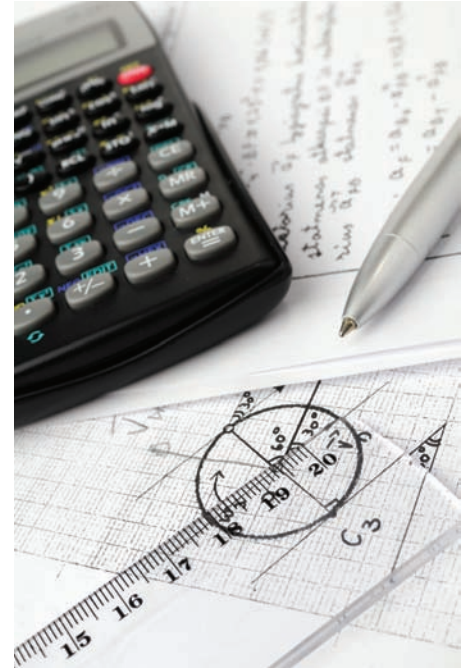
- Have you demonstrated how your skills, experience and personal attributes match the 5-6 main points the employer is looking for, with examples?
- Have you included all the relevant sections the employer has requested and/or that you think are relevant?
- Have you made clear what is unique about you? What makes you stand out from other people?
- In your cover letter, have you been specific about why you want this job, and why you are interested in working for this employer? Have you demonstrated that you have thought about the job, the organisation and the industry and identified the fit with your own aspirations?
- Have you asked someone else to read through your cover letter and CV? Do they give the impression you want to make to the employer?

Content tips

- Present information in order of relevance to the employer. For example, if previous work experience is not particularly relevant to the employer or the position, put your key skills section before your employment history.
- Make sure your cover letter and CV complement each other. Remove any unnecessary repetition.
- Make sure your unique attributes are clear.
- Use the Action Verb List (see page 29) to minimise word repetition.

Check over and proof read

- Check grammar and spelling very carefully. Don't rely on computer 'spell checks' to pick up all errors.
- Ask someone else to check it over, as you can often miss your own spelling and grammatical mistakes.
- Attend a Careers, Internships & Employment Drop In session and get your CV checked.



Tip: Develop a 'database' CV containing sections for each of your skills with examples of where you've demonstrated those skills, then copy and paste the relevant sections into each CV as appropriate.

Tip: Employers who recruit through the Student & Graduate Recruitment Programme often require full course details on your CV, and/or a photocopy of your academic transcript.

Tip: You have 30 seconds to make the right impression with an employer – use it well to gain their attention and interest immediately, highlighting your suitability and 'points of difference'.

Hints for specific situations

Academia

Academic CVs need extra sections covering your academic achievements, research and teaching interests, publications, conference attendance and presentations. An academic CV may not need to include a key skills section. Ask for our handout *Planning a Career in Academia*.

Adult students – changing career direction

- Review your work experience and the requirements of the job you're applying for, and decide how much detail to put in. Don't include details of education or work history from more than 10 years ago, unless it is directly relevant to the position you are applying for.
- The main rule still applies – you need to make it obvious to the employer that you have the key skills and experience for the position. If your work experience is recent and relevant to the position, you may want to prioritise that section and include relevant skills within your description of the work experience. If you're looking to change direction and your work experience is not directly relevant to the position, prioritise your Relevant Skills section and keep the employment history short and concise.

Engineering

- Put details of your engineering experience immediately after your education details and achievements, perhaps in a separate section to your other work experience. Any work you have done as required by your degree can be counted as relevant engineering work experience, along with any additional engineering work experience you have done.
- Engineering employers want graduates with strong written and oral communication skills, as well as engineering expertise. Your CV and cover letter are your opportunity to show the effectiveness of your written communication skills.

Tip: Posting e-résumés on the web is a popular job search technique. This allows employers to access your information and contact you without you having to search for every vacancy. For a comprehensive guide to preparing an e-résumé, visit www.seek.co.nz/job-resources/cid=sk:main:nz:tab:tools www.damngood.com/jobseekers/tips.html or www.jobstar.org/tools/resume/index.php or www.eresumes.com

Government

- Government departments often ask for evidence that you possess specific competencies, which they specify in the job description. You must provide a detailed answer for each competency, highlighting how you possess the skills and experience they are looking for.
- When describing examples of where you have demonstrated a particular competency, use the STAR principle: outline the **S**ituation/**T**ask, describe the **A**ctions you took and finish by mentioning the **R**esult (see page 21).

Graphic design or 'creative' roles

- If being visually creative is a large part of the job you're applying for, be creative in the appearance of your CV in your use of colour, fonts, space, graphics etc.
- The information must still be clear, easy to read and logically presented. The CV must also photocopy well, so make sure any colours used don't cause information to disappear after photocopying (e.g. text on a bright background might not be legible after photocopying).
- Your CV is a showcase for your design skills – think about what impression you want to give.

International Employment

- If you're looking for work internationally, be aware that CV styles may vary in different countries. Also, overseas employers may not have experience with New Zealand qualifications and may require more detail or explanation of your studies.

- If you are applying for jobs in other countries, use the Prospects website www.prospects.ac.uk to research CV styles specific to each country.
- Overseas job search websites are listed on the UC Careers & Employment website www.canterbury.ac.nz/careers/student_graduate_employment/volunteer_relief_international_development.shtml

Law

- Law firms frequently want to see a full academic history, including full university and high school results. Include the results in reverse chronological order in your CV and attach a copy of your university academic transcript as well. Check if the employer has asked for certified copies of transcripts – these need to be signed by a solicitor or JP.
- Law employers may also want to see written school references/testimonials and test results. Make sure you provide exactly what the employer has asked for.
- Although grades are important, law firms may be looking for a history of solid, not necessarily outstanding, achievement, and a good culture fit. They often want people who are enthusiastic and energetic, well-rounded and with a balanced lifestyle, so also include details of your achievements, hobbies and interests.
- Make sure there are no mistakes and the CV flows well – lawyers have to be careful, accurate, pay attention to detail and communicate effectively – does your CV illustrate your ability to do this?

Marketing, sales, advertising

- Jobs in these areas require you to be persuasive. Your CV and cover letter are examples of your ability to market yourself – use the skills you've learned in your degree, as well as your innate abilities, to show how effectively you can present yourself.

Tip: Come and talk to Careers, Internships & Employment if you need assistance with your CV. We are here to help you.

WILLIAM JORDAN

28 Clyde Road, Christchurch 8140

A Tel: (03) 364 1234 or 021 234 5678

Email: william.jordan@gmail.com

B

EDUCATION AND QUALIFICATIONS

2009 – University of Canterbury Bachelor of Commerce, majoring in Management

C 2003-2007 Lakeside College NCEA Levels 1, 2 & 3. Year 13
Subjects: Maths, English, Economics, Geography and Japanese

KEY SKILLS / COMPETENCIES

D

E Interpersonal Skills

- Working at Coffee Culture and McDonalds developed excellent customer service skills and an ability to get along with many different types of people.
- An ability to relate well to people and help them cope with new situations as shown by mentoring other students while at university.
- An appreciation of and sensitivity to the many differing perspectives on the world through living with flatmates from multiple cultures and traveling through Europe.

Communication Skills

- Clear, high quality written communication as demonstrated by achievement of B average grades in essays and reports for Management and Marketing University courses.
- Effective listening and oral communication skills developed through delivering seminars and presentations at University, mentoring other students, and café work.
- Successfully adapted to several non-English speaking cultures while on a gap year travelling and working throughout Europe for a year.

F

Teamwork Skills

- Achieved grade B+ in University project in third year, working in a team of four to research a company and develop a marketing plan.
- Longstanding commitment to being a team player and ability to develop teamwork in others through playing in a hockey team at school and University, rising to coach the B team this year in 2010.
- At each workplace in NZ and overseas, made a positive contribution to the work environment by being reliable, flexible, supportive and friendly towards work colleagues.

Problem Solving Skills

- Received an A grade for a University management assignment. Wrote a concise report that analysed the issue, provided an outline of two options with strong reasoning for implementation of the preferred option.
- Managed customer complaints in hospitality roles by listening, ascertaining the problem and finding an appropriate solution, liaising with the manager when necessary.
- Analysed the hockey team's performance and devised training routines to deal with any problem areas as part of my responsibilities as coach.

A You don't need to include age, gender, marital status or health status.

If you were born overseas and have citizenship, Permanent Resident status or a work permit, it is helpful to indicate this.

B Make sure your telephone messages and email addresses give an appropriate impression to an employer.

C Reverse chronological order (most recent first) for your Education and Qualifications and Work History sections.

D Some employers, especially law firms, require full details of your school and university results.

E Key skill sub-headings need to match the skills, attributes and experience the employer is looking for as highlighted in the position description.

F Use action verbs to describe situations or tasks you have done, followed by the outcome/results. This will provide evidence that you have used the skill in a number of different settings or for different purposes.

G It is wise to include a header or footer with your name, the date and page number, in case the pages of your CV get separated.

Layout should be clear, with consistent fonts, margins and white space to make the CV easy to read.

H ACHIEVEMENTS

- 2011 Mentor for new students at University of Canterbury I
- 2010 Student representative for the Commerce Department
- 2010 Coached the Canterbury University Hockey B team

J EMPLOYMENT HISTORY

J Feb 2009 – Waiter/Barista Coffee Culture, Christchurch

- K • Provide outstanding service to customers and make coffees, offer drinks, and prepare food
- L • Maintain high levels of hygiene and cleanliness in the café
- L • Contribute to café atmosphere by being friendly, cheerful and enthusiastic.

Jan 2008 – Waiter/Barista/Barperson Various Employers M

- Feb 2009 • Served customers drinks and/or food in a variety of cafés and bars in Europe (temporary jobs while travelling)

Jan – Dec 2007 Kitchen Hand/Server McDonalds, Christchurch (part time, after school)

- Took customer orders and served customers
- Cleaned kitchen and restaurant.

INTERESTS

- International travel – spent year between school and University travelling round Europe, learning about different cultures, customs and languages.
- Playing hockey and social tennis several times a month.
- Sailing – member of Christchurch sailing club since 2006.

REFEREES

N

Dr Fred Bloggs

Senior Lecturer, Department of Commerce
University of Canterbury,
Christchurch 8140
Tel: (03) 366-7001 Extn. 1234
Email: fred.bloggs@canterbury.ac.nz

Ms Sonia Smith

Manager
Coffee Culture,
Christchurch
Tel: (03) 123-1234
Email: s.smith@coffeeculture.co.nz

H Order the sections according to what you think will interest the employer most. Mention positions of responsibility, awards and scholarships. Include school achievements if relatively recent.

I Consider your 'points of difference' – what makes you stand out from others?

J Consider separating your most relevant work experience into a 'Relevant Work Experience' section. Then have an 'Additional Work Experience'.

K List your most recent position first and work backwards.

L Your description of tasks & duties should be brief and clear. Highlight the transferable skills and attributes you have developed.

M You can group jobs together if you don't think they are particularly relevant to your application.

Give enough details about your interests to give an employer a clear idea of your level of involvement.

N Employers usually ask for the names and contact details for two or three referees. Make sure these referees know you well to support you in your application. Always get your referees' consent first, give them a copy of your CV and the position description and discuss it with them.

Don't include written references with your CV unless the employer has asked for them.

Josie Peterson

A Term address: 1/14 Ely Street, Christchurch 1. Tel: (03) 365-6421
Home address: 18 Hill Street, Richmond, Nelson Tel: (03) 544-2132
(9 June – 14 July)
Email: josie.j.fields@xtra.co.nz
Cell phone: 021 123 123

B Career Objective

To obtain a challenging, rewarding position in a world-class law firm, developing a career in commercial law.

Education

2007 – 2011 University of Canterbury, Christchurch
Completing LLB and BA in December 2010
C Major subjects: Law and Japanese

2001 – 2006 Waimea College, Auckland
NCEA Levels 1, 2 and 3

D Achievements

2010 Finalist in the Smith & Ryan Client Interviewing Competition.
Semi Finalist in the Celie, Foster & Reese
Mock-Court Competition.
Awarded the Competent Toast Master Certificate in
Public Speaking.

2009 – 2010 Student Liaison Officer for the Japanese
Language Department.

2006 Chess 'A' Grade Representative for Waimea College.
Peer support Leader for Year 9 students.

E Relevant Work Experience

Jan 2008 – current Christchurch Community Law Centre
Caseworker (Volunteer)
F Interview clients to ascertain their particular concerns,
developing a close rapport with clients from various cultural and
social backgrounds. Conduct legal research and problem solving
under the supervision of a solicitor and advise client of legal and
non-legal options available. Interpersonal, documentation and
interviewing skills needed to handle
each client's individual needs.

Feb 2008 – current University of Canterbury Toastmasters Speaking Club
Vice-President of Education (Volunteer)
Plan and distribute a weekly programme outlining member's
responsibilities for club meetings. Developing mentoring
programme matching up new and experienced members;
monitoring each member's progress and providing constructive
feedback. Liaising with other TM Clubs around Christchurch,
which includes interclub exchanges and guest speakers. Gained
increased levels of confidence and competence in speaking
before large audiences, promotion and leading others towards a
common goal. 1

A Include both term and home addresses if they are different, and give dates you will be at each one (if appropriate).

B A Career Objective, Profile or Highlights section in your CV is optional. The purpose is to give the employer summary information about your career goals, objectives, skills and/or experience. Make it short and relevant to the particular organisation or job.

C Reverse chronological order (most recent first). Note: Law students should normally include results back to Year 11 (see page 23).

D Your achievements will help make you stand out from other applicants.

E Bring your relevant work experience to the employer's attention by putting it in a separate section.

F If your work experience is relevant, put in detail to give the employer a clear picture of your skills and experience.

Other Work Experience

Jan 2006 – Nov 2007 Cash Converters Ltd, Christchurch (P/T)

Sales Assistant

G

Sold wide variety of second-hand goods to people from various cultural backgrounds and nationalities. Involved merchandising, restocking and cash handling skills and the ability to handle customer enquiries by phone and in person. Developed skills of persuasion, ability to develop a close rapport with customers, and working towards set goals.

Academic Record

2007 – 2011	University of Canterbury Bachelor of Law; Bachelor of Arts (Major: Japanese)	
2010	Company Law and the Law of Partnership Employment Law Intellectual Property Law Japanese Language Written Communication in Japanese Japanese Society	A A- B+ B B B
2009	Public Law Land Law Japanese Language Equity and Succession	A- B+ B B
2008	Criminal Law The Law of Contract The Law of Torts Written Communication in Japanese Japanese Language	A- B+ B+ B B
2007	The Legal System Law, Justice and Morality Introduction to Japanese culture Introduction to Japanese literature and related arts Japanese Language	A A B+ B B

Interests

Touch rugby	I	Regularly play for a University of Canterbury team. Enjoy the teamwork and social aspects of the team as well as the sport itself.
Aerobics		Twice per week for general fitness.
Tennis		School captain, now play socially in summer.
University Drama Society		Actively involved in several productions taking lead roles.

Referees

Mr A D Matthews
Senior Lecturer
Department of Law
University of Canterbury
Christchurch
Tel: (03) 366 7001 Extn. 1234
Email: tony.matthews@canterbury.ac.nz

Mr R L Mitchell
Manager
Community Law Centre
Christchurch
Tel: (03) 123 1234
Email: r.l.mitchell@communitylaw.org.nz

G Make sure you highlight the skills you developed in each job, in particular those the employer is looking for.

H If you choose to include full details of your academic history, put it in reverse chronological order (most recent first), and order the grades with the best at the top within each year.

Use a similar layout for school subjects and results if they have also been requested by the employer.

List courses for which you do not yet have final results, but leave the grade blank or put TBA.

I Interests can also highlight your 'points of difference' to an employer.

Teaching CV's

In addition to the general information on writing an effective CV, Careers, Internships & Employment would recommend the following information for a teaching CV. Remember, variations may occur depending on your area of teaching:

General tips

- Make sure you target your CV to the position description and person specification. If in doubt contact your prospective employer directly and ask if they have any particular requirements.
- Read your prospective employer's newsletter, website and ERO report. Talk to classmates who have had teaching placements there. These are all ideal ways to inform your job application process and understand the community that your prospective employer is part of.
- Some prospective employers will accept your CV via email, others won't. Check your prospective employer's preference. This information may be listed at the bottom of the information pack, or ask them.
- If you want your CV sent back, make sure you include a stamped, self-addressed envelope.
- Prospective employers might like to meet with you. If appropriate, make your appointment to hand in your application in person.
- Keep your CV brief – no more than 3–4 pages.
- Highlight in your CV your ability to work in a team, and to accept and act on advice given.
- If appropriate for the position, consider how you can use your creativity and imagination in the presentation of your CV to ensure it stands out.
- Ask for feedback on your CV from Careers, Internships and Employment staff. Your professional studies coordinator may also be willing to give feedback.
- If you use photos of you interacting with children in your CV, remember children must not be identifiable.

Personal details section

- Indicate that you will be applying for your provisional teacher registration number when your official academic transcript has been released. For example, you could state this in your CV in this way: 'Application yet to be actioned' or 'application currently being processed'.

- Identify if you are a NZ Citizen or Permanent NZ resident.
- Make a note if you have your drivers licence and your own transport (if relevant).
- Photos are optional. If you do include some make sure they show you in a professional and positive light. Be selective – do not include too many.

Education & qualifications section

- Include any relevant professional development you have had.
- You may or may not be required to submit a copy of your Academic Transcript with your job applications, but if required see page 6 of this Guide for details on how you can order this.

Teaching philosophy

- Your teaching philosophy needs to summarise what you believe about teaching and learning, based on your understanding of various theories, models, approaches and classroom experience. It needs to reflect your vision, principles, pedagogies, key competencies and values about teaching and learning. The length and presentation may vary as to what different employers look for, but a general guideline would be a maximum of one or two paragraphs.
- You can use your creative flair, ideas, quotes etc in illustrating your teaching philosophy, but remember to keep it concise.
- Talk to associate teachers about how they have presented their teaching philosophy in their CV as a way of generating ideas.

Teaching placements

- Starting with your most recent position, include the year levels, name of associates and schools, centres or services you have taught at. Also include a brief summary of what you 'achieved' on each placement.

Professional knowledge / professional practice / professional values & relationships

- Refer to the New Zealand Teachers Council Graduating Teacher Standards and use examples from your teaching placements to illustrate how you have achieved these. See: www.teacherscouncil.govt.nz/te/gts/index.shtml

- List any additional strengths you have, including examples of any responsibilities you have held.
- Highlight attributes such as being responsible, honest, resilient, able to embrace diversity and use your initiative.

Additional Work Experience

- State specific transferable skills you have gained in other work experience that are relevant to the teaching jobs you are applying for.

Interests

- Make sure you include your interests and highlight the specific transferable skills and personal attributes you would bring to the teaching profession.

Referees

- Associate teacher reports provide evidence of your classroom practice. Your final teaching placement associate teacher reports will be of particular interest to your prospective employer. Ask your associate teachers for their permission as to whether you can use their reports in your job search. If yes, make sure you get their contact details so they can be contacted over the school holiday period if necessary.
- Be aware your referees may have to fill in a confidential referee report and submit it directly to your prospective employer.
- Check your referees are also happy to be contacted by telephone.
- A character and/or work referee are also helpful to include. Additional written references supporting your application can be enclosed, but consider their relevance to the position you are applying for.

List of Action Verbs

Achievement Skills

accomplished
achieved
awarded
commended
established
expanded
implemented
improved
increased
initiated
overcame
procured
produced
received
secured
set up
succeeded

Clerical or Detail Skills

approved
arranged
catalogued
checked
classified
collated
collected
compiled
corrected
detailed
dispatched
distributed
documented
enforced
executed
expanded
filed
generated
implemented
inspected
located
managed
monitored
operated
ordered
organised
placed
prepared
processed
purchased
reconciled
recorded
reduced
reported
retrieved
revamped
screened
sorted
specialised
specified
streamlined
systematised

tabulated
transcribed
typed
updated
utilised
validated

Communication Skills

addressed
advertised
answered
arbitrated
arranged
authored
communicated
composed
conducted
contacted
corresponded
developed
directed
discussed
disseminated
drafted
edited
encouraged
explained
expressed
formulated
influenced
interpreted
lectured
mediated
moderated
motivated
narrated
negotiated
persuaded
presented
promoted
proposed
published
recommended
recruited
reported
solicited
spoke
supplied
translated
transmitted
wrote

Thinking & Cognitive Skills

adapted
applied
balanced
conceived
conceptualised
created
derived
developed
discriminated

generated
improvised
integrated
memorised
perceived
recognised
researched
synthesised
theorised
updated
visualised

Creative Skills

acted
composed
conceived
conceptualised
conducted
created
danced
designed
devised
directed
drafted
drew
edited
entertained
established
expressed
fashioned
filmed
founded
illustrated
imagined
initiated
instituted
integrated
introduced
invented
learnt
mapped
mastered
modelled
operated
originated
performed
photographed
planned
presented
published
revitalised
sang
styled
taped
wrote

Financial Skills

administered
allocated
analysed
appraised
audited

balanced
calculated
computed
costed
developed
doubled
estimated
evaluated
forecast
managed
marketed
planned
prepared
priced
programmed
projected
purchased
reduced
researched
reviewed
revised

Helping Skills

advised
appointed
assessed
assisted
cared
clarified
coached
contributed
conveyed
counselled
demonstrated
diagnosed
educated
empathised
engaged
escorted
expedited
facilitated
familiarised
guided
liaised
listened
mediated
motivated
nursed
participated
provided
raised
referred
rehabilitated
related
represented
resolved
restored
served
serviced
sympathised
trained
understood
utilised

Leadership Skills

arbitrated
chaired
confronted
directed
guided
initiated
inspired
led
managed
mediated
motivated
negotiated
organised
recruited

Learning Skills

acquired
appreciated
attained
assessed
combined
commenced
committed
discovered
estimated
evaluated
expanded
experienced
exposed
familiarised
gained
graduated
grasped
learnt
observed
obtained
perceived
progressed
recognised
scanned
sized

Management Skills

administered
analysed
appointed
approved
assigned
attained
authorised
built
chaired
commissioned
consolidated
contracted
controlled
coordinated
dealt
delegated
designated
designed
developed

directed
employed
enforced
evaluated
executed
fired
hired
improved
increased
initiated
issued
maintained
managed
ordered
organised
oversaw
planned
prioritised
produced
programmed
projected
recommended
reviewed
scheduled
selected
strengthened
supervised

People Skills

appointed
assessed
assigned
built
conducted
counselled
employed
engaged
enlisted
formed
graded
guided
liaised
managed
mediated
motivated
negotiated
provided
recruited
related
selected
screened
stimulated

Problem-solving Skills

advised
applied
arranged
changed
converted
determined
eliminated
furnished
grasped

handled
identified
implemented
initiated
modified
proposed
pursued
rectified
refrained
repaired
replaced
resolved
restored
reviewed
revised
saved
streamlined
studied
subcontracted
submitted
supplied

Research Skills

analysed
assessed
clarified
classified
collated
collected
compiled
critiqued
diagnosed
dissected
enquired
evaluated
examined
extracted
hypothesized
identified
inspected
interpreted
interviewed
investigated
learned
observed
organised
prepared
recognised
re-evaluated
researched
resourced
reviewed
revised
studied
summarised
surveyed
systematised

Teaching Skills

adapted
administered
advised
briefed

clarified
coached
communicated
coordinated
counselled
designed
developed
empowered
enabled
encouraged
evaluated
explained
facilitated
guided
helped
informed
initiated
instructed
lectured
listened
organised
persuaded
planned
prepared
set goals
stimulated
taught
trained
tutored
utilised

Technical Skills

applied
assembled
built
calculated
coded
computed
constructed
designed
devised
engineered
fabricated
installed
machined
made
maintained
manufactured
modified
operated
overhauled
programmed
rebuilt
remodelled
repaired
replaced
solved
tested
trained
upgraded
wired