

# 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.

In general the most preferred style of CV in New Zealand is a combination of reverse 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, industry forums etc. See page 12.
- Find out if the employer has any specific requirements or preferences in regard to CV format and the order of information included.

### 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, qualifications and personal attributes fit what the employer is looking for. Prioritise the list and use examples from your work, study, voluntary work, community involvement, interests or personal life (e.g. family commitments) to illustrate your suitability.

### Identify 'scannable' words

- Employers may use an Applicant Tracking System (ATS) that automatically scans your CV to create a plain text file, even when you send a paper copy. This automated process means

your CV may not be read by a human being, unless your CV is successfully shortlisted by an ATS. Therefore it is important that you create a scannable CV.

- Quick tips to create a scannable CV:
  - Include 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.
  - 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'.
  - Avoid tables, columns and text boxes as these can become scrambled.
  - Use traditional bullet points because ATS can not recognise symbols/picture images.
  - Select one type of standard font to use. You can bold and use a larger font size for headings, however maintain the same font sizes throughout your CV.
- 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.
- E-learning videos and information on scannable CVs and applicant tracking systems are available via resources and tools. See [www.canterbury.ac.nz/careers](http://www.canterbury.ac.nz/careers).  
Also see Resumes in Cyberspace by Pat Criscito and E-Resumes by Susan Britton Whitcomb and Pat Kendall. These are available from UC Careers resource area.

*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 home address (if different to your regular address). If you are using two addresses give dates you will be at each one.
- Include your landline and/or mobile telephone number(s), and your email address.
- Include url address to an online professional profile, e.g. LinkedIn account (optional).
- It may be helpful to indicate whether you are a New Zealand citizen, Permanent Resident or hold a valid New Zealand Work Permit.
- Information relating to age, gender, marital status, religion and health need not be listed for a New Zealand CV.

### 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.
- Alternatively you may title this section 'Profile' and give a brief summary of your most relevant strengths, skills and experience for the position.

### 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 complete your studies and be 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 or training courses 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 New Zealand Qualifications Authority 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 categories such as: 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.

## Work experience

- Write the job title, name of employer, location and period of employment (e.g. Nov 2016 – Feb 2017).
- 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 28).
- 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.
- Consider dividing this section into 'Relevant Work Experience' and 'Other Work Experience'.

## Key skills/competencies & attributes

- Identify the key skills/competencies the employer is looking for in the position description. Use these as headings. Include examples to illustrate your skills, experience, and personal attributes, giving the employer some context to understand where you have gained or demonstrated these.
- 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 or leadership potential).
- Provide enough detail for the employer to understand the extent of your involvement and achievement in these activities.

## Referees

- List two or three referees. For example, these can be a current or previous employer, a university staff member, or a sports coach.

- Your referees should know you well enough to support you in your job applications.
- List your referees' names, positions, places of work or their relationship to you, email addresses and telephone numbers on your CV and/or application form.
- Generally, 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 for is also useful information 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 database/master CV 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 is appropriate in New Zealand.
- 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.
- Typically, 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.docx' rather than simply 'CV.docx'.
- Your cover letter and CV are two halves of the one application so there should be consistency in their format and font.

### Checklist – before you send cover letter and CV

- Have you demonstrated how your skills, qualifications, 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 work experience.
- 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 28) 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.
- Access UC Careers services via [www.canterbury.ac.nz/careers](http://www.canterbury.ac.nz/careers)
  - Use the CV360 tool to automatically scan your CV for instant feedback.
  - Attend an express appointment or drop-in to get your CV checked.



**Tip:** Develop a database / master 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 new customised CV as appropriate.

**Tip:** Employers who recruit through Student & Graduate Recruitment 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 *Considering 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 experience 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 your work experience 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. LinkedIn is a popular tool for achieving this ([www.linkedin.com](http://www.linkedin.com)). Visit [www.eresumes.com](http://www.eresumes.com) for information on preparing an e-résumé, and resources and tools at [www.canterbury.ac.nz](http://www.canterbury.ac.nz) for e-learning videos and information on LinkedIn.

### 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 **Situation/Task**, describe the **Actions** you took and finish by mentioning the **Result** (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 Going Global website. UC has a paid subscription to this site, which you can access by using the link <https://online.goinglobal.com/> from any device linked to the UC network. This enables you to find over 100 pages of job search related information for over 35 different countries. Alternatively, limited public access is available via [www.goinglobal.com](http://www.goinglobal.com).

- Explore overseas job vacancy websites via 'Jobs and application tools' at [www.canterbury.ac.nz/careers](http://www.canterbury.ac.nz/careers)

### 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 Justice of the Peace.
- 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 UC Careers if you need assistance with your CV. We are here to help you.

# WILLIAM JORDAN

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(03) 364 1234 or 021 234 5678  
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## EDUCATION AND QUALIFICATIONS

- |           |                          |  |
|-----------|--------------------------|--|
| 2018 –    | University of Canterbury | Bachelor of Commerce, majoring in Management   |
| 2013 – 17 | Lakeside College         | NCEA Levels 1, 2 & 3 endorsed with excellence. Year 13 Subjects: Maths, English, Economics, Geography and Japanese |

## KEY SKILLS / COMPETENCIES

### 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.

### 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 in 2016.
- 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 address 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.

## RELEVANT ACADEMIC PROJECTS

- 2019
- Group research design and statistical analysis – reviewed New Zealand's retail industry performance and researched trends to inform management decision making within sector.
  - Case study – completed literature review and summarised key improvements the identified company could implement to achieve sustainable development targets.
  - Marketing case presentation – undertook market opportunity analysis for the identified company and developed a six month strategic marketing plan.
- 2019
- Case study – identified suitable marketing approaches to support business objectives.
  - Assignment – completed literature review on how consumers make decisions; explored topics such as consumer motivation and how to retain their loyalty.

## H ACHIEVEMENTS

- 2019 Mentor for new students at University of Canterbury I
- 2019 Student representative for the Management Department
- 2018 Coached the Canterbury University Hockey B team

## EMPLOYMENT HISTORY

- J Feb 2018 – **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 2017 – **Waiter/Barista/Barperson Various Employers M**
- Feb 2018 • Served customers drinks and/or food in a variety of cafés and bars in Europe (temporary jobs while travelling)
- Jan – Dec 2016 **Kitchen Hand/Server McDonalds, Christchurch (part time, after school)**
- Took customer orders and served customers
  - Cleaned kitchen and restaurant.

## INTERESTS

- N • 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 2010.

## REFEREES

- O **Dr Fred Bloggs**  
Senior Lecturer, Department of Commerce  
University of Canterbury,  
Christchurch 8140  
03 366-7001 Extn. 1234  
fred.bloggs@canterbury.ac.nz
- Ms Sonia Smith**  
Manager, Coffee Culture  
Christchurch  
03 123-1234  
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.

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

O 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 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  
Mobile phone: 021 123 123  
LinkedIn: www.linkedin.com/in/josiepeterson12

## **B** Career Objective

To develop a career within and contribute to commercial law, drawing upon technologies to enhance how a world-class law firm supports businesses and the economy.

## Education

**C** 2016 – Current University of Canterbury, Christchurch  
Completing LLB and BA in December 2020  
Major subjects: Law and Japanese

2011 – 2015 Waimea College, Auckland  
NCEA Levels 1, 2 and 3 endorsed with excellence

## **D** Achievements

2019 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

2017 – 2018 Student Liaison Officer for the Japanese  
Language Department

2015 Chess 'A' Grade Representative for Waimea College.  
Peer support Leader for Year 9 students

## **E** Relevant Work Experience

**F** Jan 2020 – Current Community Law Canterbury  
**Caseworker** (Volunteer)  
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 2019 – 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.

**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 2016 – Nov 2018 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.

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

## Academic Record

2016 – Current	University of Canterbury Bachelor of Law; Bachelor of Arts (Major: Japanese)	
2019	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
2018	Public Law Land Law Japanese Language Equity and Succession	A- B+ B B
2017	Criminal Law The Law of Contract The Law of Torts Written Communication in Japanese Japanese Language	A- B+ B+ B B
2016	The Legal System Law, Justice and Morality Introduction to Japanese culture Introduction to Japanese literature and related arts Japanese Language	A A B+ C C

**H**

**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.

## Interests

Touch rugby	<b>I</b> 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.

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

## 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 Canterbury  
Christchurch  
Tel: (03) 123 1234  
Email: r.l.mitchell@canlaw.org.nz

# Teaching CVs



In addition to the general information on writing an effective CV, UC Careers 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. Ask your lecturers about their knowledge of schools you are applying to. 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.
- Prospective employers might like to meet with you. If appropriate, make an appointment to hand in your application in person.
- Keep your CV brief – usually no more than 2–4 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 UC Careers staff. Alternatively an academic staff member at the College of Education may be able to give you feedback. If you use photos of you interacting with children in your CV, remember children must not be identifiable.

## Personal details

- 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 driver's 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

- Include any relevant professional development you have had.
- As a beginning teacher include your Academic Transcript with your job applications. Your 'unofficial' academic transcript may be sufficient in the first instance. See page 7 of this Guide for details on how you can order your 'official' and 'unofficial' transcript.

## Teaching placements

- Starting with your most recent position, include the year levels, names of associates and schools, centres or services you have taught at. Also include a brief summary of what you 'achieved' on each placement
- Highlight positions of responsibility you held, any extracurricular participation and professional development attended.
- Where appropriate, include comments from your professional practice records to support your achievements in the classroom.

## Curriculum areas & strengths

- Give examples of your knowledge, experience and strengths in different curriculum areas.
- Make sure your classroom management and organisation skills are addressed.
- List any other relevant strengths / skills and how they will benefit your teaching in the positions you are applying for. Highlight attributes such as being responsible, honest, resilient, able to embrace diversity and use your initiative.

## 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 planned practices and be congruent with your values and beliefs.
- The length and presentation of your teaching philosophy may vary as to what different employers look for, but keep it relevant to the application and concise. You can use your creative flair, ideas, quotes etc in illustrating your teaching philosophy. Talk to associate teachers about how they have presented their teaching philosophy in their CV, as a way of generating ideas.

## Additional work experience

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

## Achievements & interests

- Make sure you include any sporting, cultural, community, academic and leadership achievements.
- Highlight your interests and any transferable skills and personal attributes you have gained that you would bring to the teaching profession.

## Referees

- Make sure you ask your referees for their permission and that they will be supportive of your application.
- Your final teaching placement associate teacher reports – as well as speaking with your most recent associate teachers – will be of particular interest to a prospective employer as they will provide evidence of your classroom practice. Be aware your referees may have to fill in a confidential referee report and submit it directly to your prospective employer.

- Make sure you include your referees' work, home and mobile numbers (with their permission). This way they can be contacted during the evening, on the weekends or school holidays if required.
- 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.

## Professional knowledge / professional practice / professional values & relationships

- In summary, your CV needs to reflect the Education Council of Aotearoa New Zealand Graduating Teacher Standards and how you have achieved these. See: <https://teachingcouncil.nz/content/graduating-teacher-standards>



# 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  
instituted  
integrated  
introduced  
invented  
learnt  
mapped  
mastered  
modelled  
operated  
originated  
performed  
photographed  
planned  
presented  
published  
revitalised  
sang  
styled  
taped  
wrote

## 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

## 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  
recovered  
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