



Re: Supporting Statement – Minister’s Award for Excellence in Teaching – Sample

I feel privileged to write a supporting statement for the nomination of **Teacher** for the Minister’s Award for Excellence in Teaching 2017. I have known **Teacher** for three years. During this time she has demonstrated her commitment to ensuring that students in rural and remote communities have access to a vibrant educational provision.

As Head Teacher Access, **xxx, Teacher** has played a pivotal role in the establishment of shared goals across the five schools involved. She has led the development of high level relevant teaching programs designed to engage students and strengthen teaching practice.

Teacher has led a number of initiatives for teachers teaching in Access programs across the state. **Teacher’s** strong focus on professional learning has increased teacher confidence and expertise and encourages collaboration within and beyond the **xxx**.

Teacher does not hesitate to adapt and innovate. Her highly developed technology skills are futures focused and allow her to experiment and think laterally. **Teacher** is not daunted by the isolation of the schools in which she teaches. She continually strives to overcome geographical barriers. In 2016, **Teacher** initiated a program that enabled students and staff to interact with HSC markers via video conference.

Teacher understands and values the critical role parents and community play in a student’s success. Her enthusiasm and collaborative approach has encouraged and strengthened parents’ participation in their children’s senior education.

Teacher is held in high regard by the education community. Her strong work ethic, her ability to inspire others and her commitment to the values of Public Education makes **Teacher** an outstanding candidate for the Minister’s Award for Excellence in Teaching.

Please do not hesitate to contact me if you would like to discuss this nomination in more detail.

Yours faithfully

Name
Position
Date
Phone

TO WHOM IT MAY CONCERN

Teacher is the Head Teacher Access for *xxx*. The program provides a broad Stage 6 curriculum across *xxx* schools. As Head Teacher Access, *Teacher* has led the delivery of curriculum and supported teaching staff in their professional practice and engagement.

Teacher is an exceptional teacher and this is evident in her interactions with staff and students. Her highly developed interpersonal skills, sense of humour and compassion have ensured that students and staff find *Teacher* approachable. Her advice and support is highly valued.

Teacher endeavours to continually improve the Access Program for students in the cluster. She is committed to increasing student engagement and learning through improved teaching practice.

Teacher mentors staff in the effective delivery of video conference lessons, utilisation of online technologies and future focused learning. *Teacher* manages Support Staff across the schools to address the requirements of the disability provisions and with this process as well as supporting students and staff with the HSC Illness and Misadventure process.

As a result of *Teacher's* commitment and work ethic, students are provided with a comprehensive curriculum in a quality-learning environment despite their isolation. The professional growth of staff and the improvements they have brought into their schools is a direct reflection of *Teacher's* dedication.

Yours faithfully

Principal

Nominee's Statement

The nominee must supply a short professional statement of up to 500 words, which demonstrates with evidence how he/she delivers beyond the seven Standards listed across the three domains of teaching in the Australian Professional Standards for Teachers which can be found here. Teacher nominees are encouraged to refer to the focus areas and descriptors in the Australian Professional Standards for Teachers in preparing their professional statement. Additional support documentation may be added to the statement however no more than the first four pages will be considered by the selection panel.

I always maintain the highest quality of professional knowledge; this informs my teaching practice and allows me cater fully for my students. Working across four schools I have adapted my teaching practice to support mixed method delivery across a digital domain. I led the implementation of online collaboration across schools, my students are continuously engaging in interactive learning. Having identified a gap in Stage 5 curriculum, I initiated a BEC – Child Studies for students at **school**. I was appointed as a BOSTES Writer, who with a team, wrote the BDC – Child Studies. I initiated the Stage 5 STEM course across **xxx**, to encourage our students to further explore the notion of being a 21st Century learner.

I have actively led staff through the re-introduction of the Quality Teaching Framework as a means to make learning engaging and relevant. I developed a Google Classroom, which allows staff to comment on and share examples of exemplar practice. Staff are now reviewing their own teaching and learning programs to ensure students learning needs are being met and quality teaching is at the forefront of our planning. The use of the Google Suite as a professional learning platform has allowed me to enhance the skills of my staff in using collaborative technologies. In my role as an Access Head Teacher, I have had to continually respond to change in curriculum requirements, technology integrations and the changing dynamics of my cohorts. I have supported staff of all levels across a number of key changes and directions. I have ensured that change is planned and implemented with purpose and structure, that it is sustainable and in the best interest of our students and their learning needs.

I always seek out professional learning, which is not only beneficial to myself but will make inroads in achieving the Strategic Directions of the Program and also taking into account the Premiers Priorities. I have involved myself in a number of key reference groups including ACARA rollout of the various curriculum documents, the Physical Literacy Continuum, LMBR Reporting Group, State Access Management Group, and UAC SRS Reference Group. This has allowed me to enhance not only my levels of understanding but to support the staff round me in navigating various reforms and changes happening in schools. I initiated the development of a Professional Network between the five Access Clusters. This network has seen NESAW work with me to develop a Pilot Program for targeted PL via VC into our schools. I initiated a HSC Lunch with a Marker Series, where our students spent an hour with a HSC Marker unpacking the language and structure of exams.

I was involved as an observer in a Teacher Improvement Program; this demonstrated that I could comply

with legislative, organisations and administrative requirements of the DEC however, it also allowed me to work one on one with a staff member in an effort to improve their teaching practice.

SAMPLE