

Classroom Teacher

Applicant Information Pack

August 2026



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About the ACT Education Directorate

Thank you for your interest in lodging an application for a Classroom Teacher role with the ACT Education Directorate to work in ACT public schools.

We believe in the life changing impact of education. We are guided by the [Future of Education Strategy](#), where our students are central to everything we do. The ACT public education system educates more than 50,000 students across 93 public schools, from early childhood schools to colleges.

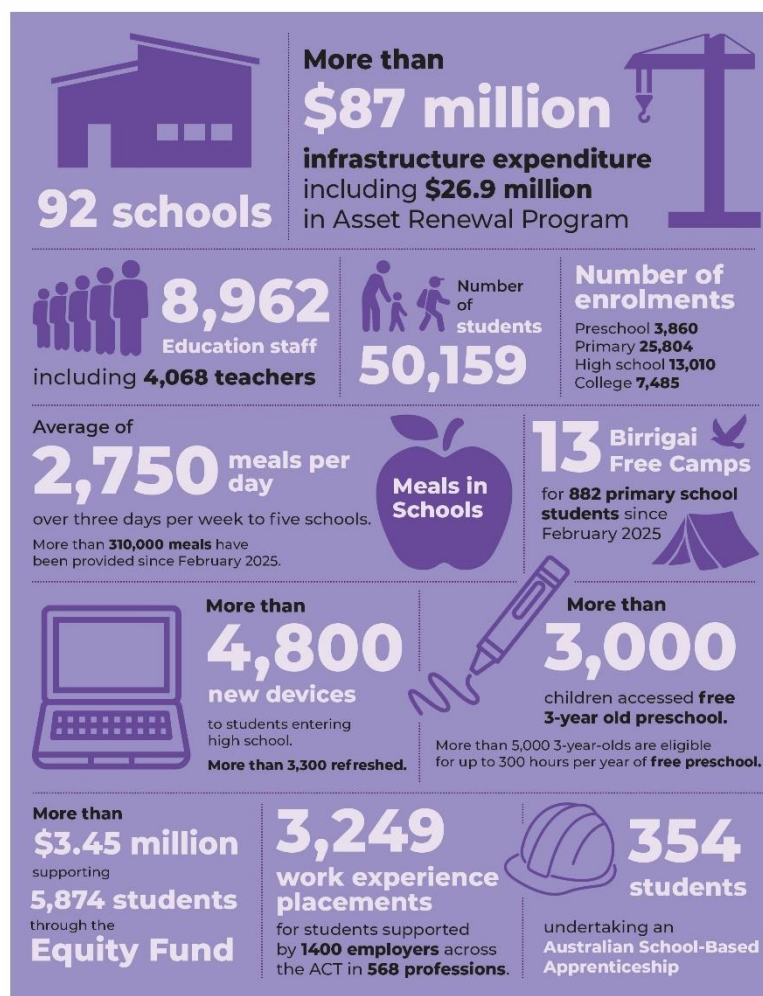
All ACT public schools teach the [Australian Curriculum \(V9.0\)](#) from kindergarten to year 10.

ACT colleges use a different system, set by the [Board of Senior Secondary Studies](#) (BSSS). Instead of relying on final exams, students are assessed through school-based tasks across years 11 and 12. The only external test is the ACT Scaling Test (AST) in Year 12.

Through our [Strong Foundations](#) program, we are delivering a consistent evidence-based approach to learning across ACT public schools.

Source: 2024-25 ACT Education Directorate Annual Report.

Education Directorate At a glance



ACT public schools

In ACT public schools, you can use your teaching expertise in a range of school settings across 4 networks.

Our primary settings include preschool to year 6 primary schools and larger preschool to year 10 schools.

Our secondary settings include years 7 to 10 high schools, larger preschool to year 10 schools and colleges teaching years 11 and 12.

The ACT public education system also includes four specialist schools for students with moderate, severe or profound intellectual disability: [Cranleigh School](#) (kindergarten to year 6) and [Black Mountain School](#) (years 7-12) on Canberra's northside and [Malkara](#) (preschool to year 6) and [The Woden School](#) (years 7-12) on the southside.



Students with disability and diverse learning needs are welcome to attend their local school, where they will be supported with reasonable adjustments. ACT public schools have access to the Education Directorate's Allied Health Service, School Psychology Service and evidence-based professional learning.

Advice for applicants

The ACT Public Service is committed to applying the principles of merit-based selection, equity and diversity and procedural fairness in our recruitment processes.

Visit the website for further details on [how we hire](#).

Eligibility requirements for employment

To be able to teach within the ACT public education system you must demonstrate:

- **Education qualifications** – Have an approved four-year full-time tertiary education qualification. Applicants with qualifications gained outside of Australia should complete a skills assessment by the Australian Institute for Teaching and School Leadership (AITSL) to confirm qualification requirements and English language proficiency to teach in Australian schools. Detailed information is available from the AITSL website.
- **Teacher registration** – Hold a valid approval to teach with the ACT Teacher Quality Institute (TQI). If you do not hold a teacher registration with the ACT TQI, we suggest starting your application process at the same time as you apply for this teaching opportunity. Teachers holding registration in another Australian state or territory or New Zealand are eligible for mutual recognition.
- **Working With Vulnerable People (WWVP) registration** – Have a valid ACT WWVP. If you don't, we suggest starting your application process at the same time.
- **Approved working status** – Be an Australian citizen and/or be permanent resident and/or hold a valid working visa. Business sponsorship is available and assessed on an individual basis. Email teachingincanberra@act.gov.au to find out more.

Application documents

Applicants are required to provide the following to complete their application:

- **A statement**, up to three pages, addressing the AITSL Standards ([Australian Professional Standards for Teachers](#)).
- **Your resume/CV** outlining your teaching experience and qualifications.
- **Evidence of your teacher registration** or, if currently studying, evidence of your enrolment in an accredited initial teacher education course.
- **Details of two teaching referees from the past 5 years**. At least one referee must be a current or former supervisor.

Statement addressing AITSL Standards

Classroom teachers are expected to enact professional knowledge, practice and engagement consistent with the [Australian Professional Standards for Teachers](#).

Your **statement** should be structured to address each standard in the three overarching domains:

- Professional Knowledge
- Professional Practice
- Professional Engagement.

Professional Knowledge

1. Know students and how they learn
2. Know the content and how to teach it

Professional Practice

3. Plan for and implement effective teaching and learning
4. Create and maintain supportive and safe learning environments
5. Assess, provide feedback and report on student learning

Professional Engagement

6. Engage in professional learning
7. Engage professionally with colleagues, parents/carers and the community.

Organise your statement with the following seven Standards as sub-headings:

Standard 1 – Know students and how they learn

Standard 2 – Know the content and how to teach it

Standard 3 – Plan for and implement effective teaching and learning

Standard 4 – Create and maintain supportive and safe learning environments

Standard 5 – Assess, provide feedback and report on student learning

Standard 6 – Engage in professional learning

Standard 7 – Engage professionally with colleagues, parents/carers and the community

Each Standard has several *focus areas*. **Do not try to address every focus area within a standard.** Choose one or two focus areas and write to how you have strived to meet that standard.

For example: Standard 3: Plan for and implement effective teaching and learning

*Establish challenging
learning goals Select and
use resources*

Descriptor at career stage			
Graduate	Proficient	Highly accomplished	Lead
Focus area 3.1 <i>Established challenging learning goals</i>			
Set learning goals that provide achievable challenges for students of varying abilities and characteristics.	Set explicit, challenging and achievable goals for all students.	Develop a culture of high expectations for all students by modelling and setting challenging goals.	Demonstrate exemplary practice and high expectations and lead colleagues to encourage students to pursue challenging goals in all aspects of their education.

Write using the STARRL method and give concrete examples.

Situation

Task

Action

Result

Reflection

Learning

Referees

In choosing referees, consider how well they know your work and can speak about your capabilities. Please ensure that you have spoken to your nominated referees before submitting their details. For the interview panel to deliver a timely outcome to candidates it is preferred that the reference check is completed prior to interview. The focus may, in general terms, relate to the capabilities or a specific aspect for which clarification would assist the selection panel in making their decision.

● The selection process

All applications will be assessed by a Joint Selection Committee (JSC) composed of three individuals. This may include school principals, school leaders and classroom teachers.

The JSC will apply the principles of merit when selecting candidates, including short listing, interviewing and refereeing (not necessarily in this order) to determine a list of suitable applicants. These standard selection techniques may be supplemented by other assessment techniques that the selection committee considers necessary.

Candidates invited to interview will have an online interview scheduled. Candidates will receive, via email, the interview questions 30 minutes prior to the commencement of the interview, allowing you to prepare your responses.

All candidates will be interviewed by the JSC composed of three individuals of varying gender and experience, including school principals, leaders and classroom teachers.

Interviews will be for approximately 20 minutes. You will have the opportunity to ask questions following the formal interview.

Applicants will be notified of your outcome following completion of the selection process. Applicants will be found either 'suitable' or 'unsuitable'.

Following a 'suitable' outcome, principals with vacancies in their schools will contact you directly in relation to employment opportunities.

● Links to further information

For more information about our public schools and working in ACT public schools visit the ACT Education Directorate [website](#).

Additional useful links are listed below:

[The Education Directorate Annual Report](#)

[Future of Education: An ACT education strategy for the next 10 years](#)

[Inclusive Education: A Disability Inclusion Strategy for ACT Public Schools 2024-2034](#)

[Strong Foundations program](#)

[The ACT Education Directorate Strategic Plan](#)

[ACT Public Sector Education Directorate \(Teaching Staff\) Enterprise Agreement 2023-2026](#)

[ACT Education Directorate pay and benefits](#)