

2022 Inclusive Practice in Education Scholarship

Application form for teachers and school leaders

Department serial number:

Title: First name: Middle name: Last name:

Date of birth:

Residential house number and street: Suburb: State: Postcode:

Department email address: Contact number:

Confirm Department email address:

Are you an Aboriginal person or a Torres Strait Islander*:

**A person of Aboriginal descent or Torres Strait Islander descent who identifies as such and is accepted as such by the community in which they live.*

Yes

No

Prefer not to answer

I am an approved:

Permanent Early Childhood teacher
(working in a NSW Department of Education pre-school)

Infants/Primary school teacher

Secondary school teacher

School leader/Executive

Current engagement with the NSW Department of Education:

Permanent full-time

Temporary

Permanent part-time

Casual

I am currently working in a non-government school

I have been teaching for 12 months (203 days) within the last five years:

I have previously taught children with additional learning and support needs:

Current position:

for example: LaST, classroom teacher, assistant principal etc.

Name of school:

School code:

The university where I will be completing my special education qualification:

Evidence of enrolment must be provided once available

Name of qualification I am enrolled in (as appears in university communication):

Postgraduate studies will allow me to specialise in:

Generalist special/inclusive education

Blind and low vision

Deaf and hard of hearing

I will be completing my studies by the end of:

A term refers to the school year, not the university academic year of semesters/trimesters

For example: end of term 2, 2021 or end of term 4, 2021.

Course requirements must be completed within the maximum two year study period.

Please note, the time frame would be no more than double the minimum length of time. ie. 8 units is a year of fulltime study.

Service Commitment Areas:

You must be willing to accept an appointment to a NSW public school in an agreed Service Commitment Area.

Please indicate below the locations in which you are prepared to work as a teacher following successful completion of the relevant sponsored studies.

I agree to remain in my current school where I am permanently appointed.

If you do not wish to remain in your current substantive school or are not a permanent teacher employed by the NSW Department of Education, you must nominate from the following priority areas:

OR

I am prepared to teach anywhere in the state.

OR

I am prepared to teach in one or more of the following rural or remote priority areas: (If you select from this list you may also choose to select from any of the below areas)

Bourke (308)

Griffith (317)

Orange (328)

Broken Hill (309)

Moree (323)

AND/OR

In three or more of the following priority areas:(If you did not select an area from the above list you must select a minimum of three priority areas before selecting from the additional areas below)

Albury (301)

Deniliquin (313)

Muswellbrook (325)

Armidale (302)

Dubbo (314)

Penrith (330)

Bankstown (303)

Fairfield (315)

Queanbeyan (333)

Bathurst (305)

Granville (316)

Tamworth (338)

Blacktown (306)

Liverpool (321)

Taree (339)

Campbelltown (310)

Maitland (322)

Wagga Wagga (341)

Central Coast (311)

Mount Druitt (324)

Windsor (342)

In addition to one of the above selections, I am also prepared to work in one or more of the following areas: (You may only select from this list if you have selected from the above areas)

Batemans Bay (304)

Newcastle (326)

Shellharbour (335)

Bondi (307)

Northern Beaches (327)

St George (336)

Clarence/Coffs Harbour (312)

Parramatta (329)

Sutherland (337)

Hornsby (318)

Port Jackson (331)

Tweed Heads/Ballina (340)

Lake Macquarie (319)

Port Macquarie (332)

Wollongong (343)

Lismore (320)

Ryde (334)

Teaching in rural and remote NSW offers exceptional opportunities for both experienced and beginning teachers. It is a rewarding lifestyle choice that can give you numerous opportunities to get involved in the wider community.

The NSW Department of Education offers a range of incentive benefits to teachers who accept positions in rural or remote schools. Depending on the school location, these may include additional training and development days, one week of additional summer vacation for schools in the western areas of NSW, rental subsidy of up to 90% in the most isolated locations and 70% in some other isolated locations, and a number of locality allowances such as a climatic allowance, an isolation from goods and services allowance, vacation travel expenses, reimbursement of certain expenses related to medical or dental treatment and an allowance for dependents. The allowances are paid in addition to your salary.

The benefits vary from school to school. The online benefits calculator provides additional information about allowances and incentives for individual schools and school education areas.

Principal supporting statement for

What professional skills and/or experience does the applicant have that demonstrates their suitability to undertake further studies to support children with additional needs? (limit 300 words) *e.g. is working with/has a keen interest in students with disability, skilled in differentiated learning, develops sound IEPs, life-long learner, ensures every student is supported in their learning. Please try and provide examples.*

Any additional information that will support the applicant (limit 100 words) *e.g. has completed previous studies, wishes to further their career etc.*

Would you recommend/support the applicant in completing studies required as part of the Inclusive Practice in Education Scholarship including the required practical component of study? (limit 70 words)

Section 10.5.2 of the Code of Conduct 2021 enables employees to issue references. The department's policy on providing references is available from the website on <https://policies.education.nsw.gov.au/policy-library/policies/pd-2004-0020/pd-2004-0020-01.pdf>

Principal Certification

I certify that this applicant (teacher/executive) has a current Performance and Development Plan based on the Australian Professional Standards for Teachers and is participating in the performance and development cycle. I confirm that this applicant (teacher/exec) is meeting the Australian Professional Standards for Teachers. The (teacher/executive) is not receiving individualised support in relation to performance concerns.

Note: Individualised support requires that specific performance concerns have been raised, explaining which of the Australian Professional Standards for Teachers are not being met, based on work examples.

Principal's name:

School:

Date:

Principals delegate's name:

A delegate is the Principals nominated representative with authority to provide a reference.

School:

Date:

Referee supporting statement for

Your referee should be your most recent supervisor or head teacher and be able to speak to your capability to support students with additional needs.

Using examples, describe the applicant's professional skills and/or experience that demonstrates their suitability to undertake further studies to support children with additional needs? (limit 200 words) *e.g. is working with/has a keen interest in students with disability, skilled in differentiated learning, develops sound IEPs, life-long learner, ensures every student is supported in their learning.*

Provide specific examples of how the applicant has demonstrated effective communication with students, staff and parents (limit 200 words) *e.g. collaborates with various staff and health professionals to support all students, uses visuals, gestures to communicate with students, has used communication technology, communication book with parents.*

Provide specific examples of how the applicant works as an effective team member (limit 150 words) *e.g. situation where he/she collaborated with a team member to support a student with disability, sharing of relevant learning and resources, active participant during team discussions, volunteers to be on working parties/groups.*

Any additional information that will support the applicant (limit 50 words) *e.g. relevant working parties/interest groups, resources he/she was involved in developing, achievements.*

Section 10.5.2 of the Code of Conduct 2021 enables employees to issue references. The department's policy on providing references is available from the website on <https://policies.education.nsw.gov.au/policy-library/policies/pd-2004-0020/pd-2004-0020-01.pdf>

Referee's details

Name:

Position:

School:

School contact number:

Mobile contact number:

Date:

Applicant supporting statement

Explain the value that will be added from the course to your role as a teacher of students who have additional learning and support needs. (limit 150 words) *e.g. learn about specific evidence on a topic to translate into the classroom, specify skills/knowledge that you can build on and use, areas as a teacher you hope to enhance to better support students with additional learning and support needs.*

Provide specific examples that demonstrate your ability to meet each statement below including outcomes as a result of your involvement:

Plan, implement and monitor programs for students with additional learning and support needs (limit 200 words) *e.g. describe briefly a plan you developed, how you implemented and monitored it. Consider the strategies you used and what the outcome(s) were.*

Work as an effective team member (limit 150 words) *e.g. situation where you've collaborated with a team member to support a student with disability, sharing of relevant learning and resources, how you specifically contributed to team discussions, working parties/groups you may be a member of and the outcome(s) etc.*



Communicate effectively with students, staff and parents (limit 200 words) *e.g. instances where you have collaborated with staff and/or health professionals to support all students, used visuals, gestures, technology to communicate with students to support their learning, specific strategies used with parents to keep communication channels open and the outcome(s) etc.*

Demonstrate understanding of and sensitivity to the needs of students with diverse learning needs, from socio-economic disadvantaged backgrounds, Aboriginal students and students from diverse cultural backgrounds (limit 200 words). *e.g. instances where you have supported students with disability, from low socio-economic, Aboriginal and diverse cultural backgrounds and consider the specific strategies used and why, what the outcome(s) was.*



*I certify that the information I have provided on this form is accurate and complete.
In applying, I acknowledge that personal information about me will be used by the NSW Department of Education in the interests of the proper and prudent management of the Inclusive Practice in Education Scholarship.*

Consistent with NSW Government policy (Premier's Department Circular 2004-03), any person who falsifies their record of academic and/or professional qualifications to gain employment may be dismissed and/or prosecuted.

Applicant's signature:

Date:

CHECKLIST

Please note that all required documentation should be submitted with your application.

When submitting your completed application, please ensure your supporting documents are electronically scanned (as a pdf). Your application **is not** able to be submitted as a scanned copy. Your application and supporting documents must be emailed to sponsoredtraining@det.nsw.edu.au.

Please ensure that all relevant boxes below have been ticked before submitting your application.

Scholarship terms:

I understand and meet the requirements of the Inclusive Practice in Education Scholarship Program.

I acknowledge that the Inclusive Practice in Education Scholarship Program is driven by the demand for teachers in specific geographic locations. Any appointment will be in line with my nominated Service Commitment Areas.

I understand that if successful at being offered a scholarship, I will be committing to remain an employee of the department for three years in a role supporting the needs of students, following the completion of my studies.

I am willing to accept an appointment to a NSW public school in an agreed Service Commitment Area as outlined in the Sponsorship Agreement (if not currently permanently appointed) and acknowledge there will be a financial liability for not accepting an appointment.

I acknowledge that:

I am enrolled (please provide evidence of enrolment once available) or committed to enrol in a masters of special/inclusive education or masters qualification with specialisation in blind or low vision or deaf and hard of hearing or graduate diploma in special/inclusive education.

I have read and understand the Frequently Asked Questions in relation to the Inclusive Practice in Education Scholarship.

If I am successful in attaining a scholarship:

I will be able to commit to the study requirements for the duration of the course that I have selected, including the completion of a practicum.

I will complete the nominated masters or graduate diploma program under the scholarship within two years.

I have identified the tertiary institutions that I can enrol in to meet the practicum placement requirements and have confirmed with my principal that this can be undertaken.

I understand that the scholarship does not pay my university, but scholarship funds are provided to me directly.

I understand that the cost of courses will vary depending on the tertiary institution and that the scholarship may not cover the entire cost of some courses.

I acknowledge the tax implications that scholarship payments will be subject to.

Written Application:

I have informed my principal and referee that they may be contacted.

Principal supporting statement completed using specific examples and signed.

Referee supporting statement completed using specific examples and signed.

Completed all sections of the application form, including my supporting statement that includes specific examples.

I have provided a photo identity card issued by the Australian Government or a state or territory government (this may take the form of a Working with Children or Vulnerable People card or a government issued occupational licence) to verify my identity at interview.

Privacy Notice

The information provided by the applicant is being obtained for the purpose of the administration of the Inclusive Practice in Education Scholarship by the NSW Department of Education.

It will be used by the NSW Department of Education for consideration of the applicant's admission to the Program and the applicant's ongoing participation in the Program.

Reasons for the collection and disclosure of information are for the purposes of consideration of the applicant's application to participate in the Program, the applicant's participation in the Program and other purposes relevant to the proper and prudent management of the NSW Department of Education Inclusive Practice in Education Scholarship.

The information is provided as part of the applicant's applying voluntarily to participate in the Scholarship Program.

The information will be stored securely.

If the applicant does not provide all or any of this information then the application will not be considered by the NSW Department of Education.

Should you be offered a scholarship, you may be required to provide documentation verifying your identity in order to conduct a nationally coordinated criminal history check.

Please note that a scanned copy of your application form will not be accepted. Only electronically submitted forms will be reviewed.

Inclusive Practice in Education Scholarship

Email your completed electronic application and supporting documentation to

sponsoredtraining@det.nsw.edu.au

Closing date of applications is Sunday, 18 July 2021