
What do Admin in Good-to-Great schools look for when hiring?

OVERVIEW

As promised, here are the generic thoughts of a small collective of former and current administrators (5 of us, with admin experience in Asia, Africa, and South America) in what would be considered Good-to-Great schools.

What started as a well-intentioned post idea has morphed into a 'novella' of sorts; 20-plus pages of advice to consider. For those who get to the end of the multiple entries, and can extract something from its entirety, well done! Note that we won't be referring to Tier rankings; the subjectivity involved in such is, in our opinion, a pointless exercise. What one applicant sees as viable criteria to score a school as Tier 1 can be completely different from another applicant who possesses a distinctly different set of needs. So we use the terminology of Good-to-Great to define schools that would be towards the top of most subjective lists (*For those of you wedded to the Tier status, then think T1 - top T2*).

We note that your mileage may vary. We accept that this information will not necessarily mirror the experiences of others. Other admin in this Reddit group may dismiss the information contained herein as a rant akin to '**old men and one lady shouting at clouds**', and that is their right to do so.

Other group members who have experienced the hiring cycle on multiple occasions may disagree as well. Again, that is their right to do so. It was not our (the collective) intention to create disharmony, but rather to lay out our combined thoughts (from a combined 40-plus years as administrators) on a process that is complex, competitive, time-consuming, and at times dehumanising.

We are hopeful that the look from the other side of the table is valuable to some. Make of it what you will.

TELLING YOUR STORY

(Cover letter, resume, additional questions, interview)

You should think about the whole process as a chance to tell your complete story.

To take some artistic licence here, imagine your application as a new release blockbuster movie. The cover letter is the full-page ad in the newspapers and social media; your resume is the movie trailer that leaves the audience wanting more, and the interview is the main event. Your goal with the hiring cycle is to play your movie so well, and so often, that somebody has to buy the rights!

So how do you get your 'movie' played in the Good-to-Great schools? It all starts with who you are, and what separates you from the often 100's of other applicants for the vacant position you are eyeing off.

THE IMPORTANT STUFF

QUALIFICATIONS

Essential at Good-to-Great Schools

- 4-year Bachelor of Education (AUS, NZ, CAN, etc.); or
- 3-year Bachelor's degree, with PGCE (ideally with QTS); or
- Bachelor's degree in Arts- majoring in a teaching area (US)
- Bachelor's degree - Alternative (fast track) teaching program (e.g. Moreland, Teacher Ready, iPGCE*, etc.)

*Note you should only consider iPGCE programs that offer the opportunities to obtain QTS, or the newly designed iQTS.

Desired at Good-to-Great Schools

- Master's degree in Education (generic);
- Master's degree in Specialised discipline areas or specialty areas (e.g. subject area, counselling, special education,)
- Master's degree in Educational Leadership (for middle management and above positions)

However, not all undergraduate qualifications are considered equal. For those applicants considered 'non-native' speakers of English, and who have completed their initial higher education in their home countries, you may face additional hiring complexities (*See section 2 for alleviating this to some degree*). Also, we would advise applicants to think long and hard about completing Master's level studies with Moreland, and the University of the People. While the rigour, appropriateness, and usefulness of those M.Ed programs have been debated on numerous occasions within this Reddit sub, those in our collective view these entities as 'potential red flags' if, and when, assessed as stand-alone qualifications.

However, despite our opinions (*which many will view as outdated, elitist, and as such redundant*), completion of relevant Master's level studies is seen as most often as a 'box to be ticked' when listed as an essential attribute, and is very rarely used as a single criterion to rank applicant suitability. As such, both these programs will assist in meeting that requirement.

TLDR: Don't have an education degree, or post graduate studies with a recognised additional education top-up such as those listed above in the desired qualities list? You are a Timex watch in an Apple Watch world. Dead and buried before you begin. Have qualifications from your home country that aren't accepted internationally? You need to find a way to expand what you possess into something that will be accepted. To be a competitive candidate at Good-to-Great schools, completed Master's studies (or even progression towards imminent completion) will be highly regarded. In some cases, the position descriptions will require this as an essential attribute, as opposed to a desirable one.

CERTIFICATIONS

If you are not certified, your chances of gaining entry to schools in the Good-to-Great range are severely diminished, if not extinguished. As with your qualifications, not all teaching certificates/ licences are considered at the same level. Certification from Australia, New Zealand, the UK, the USA, Canada, and South Africa is often required for top-level schools. In certain countries, this is due to visa requirements. Why these places? In an earlier post about teacher certification, [*u/pitiful_ad_5938*](#) expanded brilliantly on alternative reasons for the prioritisation of these certifications.

To minimise this disadvantage (if you possess teaching certifications from other countries), it is strongly recommended to gain certifications in these countries, either by online or face-to-face methods. A word of caution. Some countries will not consider your teacher certification as valid if obtained through online study (e.g. some schools in Hong Kong and the UAE). So be certain that your certification program will deliver what you need.

Make sure you complete the required tasks to move your teacher certification from provisional to full (if not already completed), and avoid letting it lapse.

TLDR: Get certified with documents from the above locations; do what is necessary to ensure provisional status certification is completed and you are noted as fully certified; do not let them lapse under any circumstances; parlay certification in one jurisdiction to another (e.g. Australian teachers holding full teacher registration can apply for auto acceptance in the QTS scheme).

EXPERIENCE

The usual advice you hear from people regarding experience is correct. Get qualified, get a minimum of two year's experience in your home country actually applying what you have learned through your studies, and then branch out into the International School world. However, we all know that certain schools in various locations will take freshly graduated students on to start their IS careers (these types of schools are also known for taking on uncertified teachers). In our collective experience, this rarely ends well for the teacher. These are not the schools that fall into the Good-to-Great ranking.

For top-level schools, your due diligence searches of available positions, either through your paid portal or accessing direct advertisements, will always show the minimum required experience. For many schools, the previous two years' experience has increased to 3. At the Good-to-Great schools, you may find the minimum required experience of 5 years is set as an essential attribute. A simplified example is included below to assist in clarity and demonstrate the sizable difference.

POSITION: UPPER ELEMENTARY TEACHER

Essential

Minimum of 3- 5 years of teaching experience within the scope of the advertised position; e.g. upper elementary teacher having experience with G4-5 students.

Desirable

5 + plus years of experience, with a significant portion being in International Schools that have required an understanding of current curriculum initiatives {e.g. PYP, Exhibition, Readers/Writers workshop, Common core standards, Singapore Math, etc.)

So if you have minimal experience, in all honesty, you are wasting your time in applying for these positions as you will not be considered. There is one exception here - if you are an alumni of certain schools (or have prominent personal or alumni connections), or are applying to top-level religious schools (with prominent religious personnel pushing your case), you may still find yourself in the game!

Beating the Backpacker Look

For Good-to-Great schools, the format of your experience is important. Consider the following two applicants who have 8 years of experience.

Applicant 1

2 years of domestic elementary teaching (USA)
1 year bilingual “International School” (VIETNAM)
2 years International School PYP school (CHINA)
1 year PYP (CAMBODIA)
2 years PYP (Ethiopia)

Applicant 2

2 years of domestic primary teaching (Australia)
3 years PYP International School (CHINA)
3 years PYP International School (JAPAN)

Which applicant will attract more interest at face value? And why? Good-to-great schools will want teachers who are committed to contributing to the school community well beyond initial contract offerings. The 'backpacker' look of Applicant 1, who is unable to demonstrate an extension of an initial contract is seen negatively in comparison to Applicant 2. The premise of this is simple. Hiring new teachers is always more expensive than retaining existing staff who are meeting their professional responsibilities. With new staff hires, there is also the unknown as to how they will handle their new assignment in an unfamiliar environment away from the usual support networks.

Not all experience is equal. TEFL, language centre (hagwons), university tutoring, or time spent as a teaching assistant will not count as relevant experience for Good-to-Great schools. If this is the mainstay of your resume, you need to be looking for positions elsewhere.

TLDR: Want to be considered for Good-to-Great schools? Forget two years as the minimum. Current expectations would be at least 3-5 years. To stand out further, the majority of that experience should be within schools running complementary curriculum initiatives (Common Core, KS, IB, IGCSE, etc.). For the very best schools, they might want significantly more experience (5-10 years) This makes it hard for those applicants wanting to jump from domestic to international, or from average school to better. Also, beware of the 'backpacker syndrome'. Good-to-Great schools will want to see longevity in service at schools, as opposed to the fulfilment of minimum contracts. An applicant with 8 years of experience sounds great, but if it looks like 8 years across 5 schools (2.1.2,2,1), then it isn't so great after all.

RESULTS

This is the area where a large number of applicants display an imperfect understanding of what is needed. A majority of applications don't expand upon actual results in a specific and concise way. Quite often, they tell us nothing more than we would expect from reading the position description.

So you have taught for 8 years as a G5 elementary classroom teacher using PYP? Our response? Great, but what positive outcomes have you achieved during this time? The role expansions within your resume are where these are placed. As an applicant, you need to be able to identify and highlight the results you have achieved. These can be academic, pastoral, or procedural, and every teacher has those positive outcomes that they have achieved. It's time for them to '**leap off the page**' through a modified star process (situation, task, action, results).

It's also important to ensure that these are linked to not only the position statement but also the vision and mission statements of the particular school. For example, here is a commonly written teaching experience blurb.

August 2018- July 2022

GRADE 5 PYP TEACHER;

ANNABELLE WATERS INTERNATIONAL SCHOOL, VIETNAM

As a PYP classroom teacher, I develop and implement creative and challenging learning experiences for diverse groups of students, and provide a classroom environment that is supportive of student needs and conducive to holistic growth.

Seems appropriate, but that's what would be expected of you within that role. Consider the following. A simple addition of tangible results makes all the difference.

As a PYP classroom teacher, I develop and implement creative and challenging learning experiences for diverse groups of students and provide a classroom environment that is supportive of student needs and conducive to holistic growth.

To date, these efforts have resulted in:

- *An increase in G5 Map numeracy scores by 15%;*
- *A more seamless introduction into MYP through the establishment of monthly meetings with MYPC/ MYP teachers;*
- *Increased student/ parent satisfaction scores in annual well-being surveys;*
- *Increased interaction with the local community through leading the introduction of the G5 "Friends feed Friends" service initiative;*
- *The development & implementation of an innovative homework policy 'The Homework Grid', which has been positively received by students and parents.*

These points tell administrators about positive outcomes you have facilitated in academic, pastoral, and procedural areas, and give an insight into what they could expect if they choose to hire you.

TLDR: This remains, without a doubt, the biggest mistake that applicants make with written applications. Results matter! Your cover letter, resume, and interviews provide you with opportunities to explain why you have been successful in your roles. Work hard in advance of applications to

identify quantifiable results (in academic, pastoral, and procedural areas) that 'leap off the page'.

PROFESSIONAL DEVELOPMENT

There should be evidence of your continued involvement in professional development. This can be related to your specific position (e.g. undertaking IB Cat. 3 courses) or related to your long-term professional goals (further postgraduate qualifications in additional teaching areas, educational leadership courses, such as PTC, etc.).

We acknowledge for some this is a sticky point; those of you in schools with a yearly stipend for professional development (and one that can be accumulated across years is even better) have increased opportunity than some other applicants. That aside, there needs to be concrete evidence of you engaging in the mantra of '***lifelong learning***'. COVID meant a disruption to face-to-face opportunities, but these have resumed and alongside a plethora of online possibilities, professional development from the 2022-23, and current 2023-24 school years should be evident in your applicant profile.

TLDR: Ensure that there is evidence of you raising your professional profile as an educator. An absence of PD within your application sends the wrong message to potential employers.

ESSENTIAL AND DESIRED QUALITIES

These qualities have the capacity to be an ongoing shopping list, so we stopped at the ten qualities that would be expected in Good-to-Great schools. You will find these qualities being referenced in position descriptions more often than not.

*These are listed in no particular order. That's for you to decide!

- Collaboration skills
- Exceptional pedagogical skills
- Flexibility
- Commitment to professional growth
- Tolerance
- International Mindfulness (Cultural Sensitivity)
- Empathy
- Honesty
- Transparency
- Resilience

A deep dive into the school's public documentation (aside from the position description) can assist you in defining what they view as essential and desirable qualities.

TLDR: We strongly recommend that you tailor your written applications to 'hit these' qualities to stand out from other applicants, and be prepared to articulate how you demonstrate them within your day-to-day interactions with all school stakeholders.

CO-CURRICULAR ACTIVITY (THE STUFF SCHOOLS GET FOR FREE)

So you have applied for a position as a middle school Maths teacher? What can you offer the school that is over and above the basic job description? All Good-to-Great schools will be looking to recruit applicants who are willing to fully commit to the school community.

Consider the following questions:

- Are you certified to teach in other discipline areas? Do you have evidence of obtaining positive outcomes in these areas?
- Are you a qualified sports coach who can contribute (or lead) to the existing internal and external offerings?
- Do you possess a talent in the visual or performing arts?
- Do you have experience with activities such as debating, MUN, service clubs, or community clubs?
- Do you have an interest in developing program information opportunities for school stakeholders? (Student seminars, parent workshops, teachers teaching teachers, etc.)

If you can say yes to these types of questions, you are ahead of many other applicants. The big-ticket items on the following page can also give your application a massive boost.

- Contributions to internal parent and teacher workshops
- IB Workshop Leader
- IB School Team Visit member

-
- CIS/WASC Accreditation Team Member

TLDR: Make a conscious effort to consider what you offer as a 'complete package'. These extras often make the difference when hiring panels consider applicants that are hard to distinguish between.

THE APPLICATION PROCESS

Ok, so you've been here before. You have completed your due diligence. You believe you are the right fit for the school. What's next? Millions of online sites will provide information as to how to construct written applications. Use them as you need. From our perspective, it need not be that convoluted. Cover letter, resume, and additional information (if requested). Seems simple right? You can just sit back and wait for the invitation to talk more. However, some really important information is listed below. Please read it carefully!

***WE (THOSE IN CHARGE OF HIRING) MAY
NEVER SEE YOUR APPLICATION!***

OBSTACLE 1: Applicant Tracking Software and what it means for you

If a Good-to-Great school allows you to submit applications through a dedicated online system, then you can be sure that they will be using some form of Applicant Tracking Software to determine the initial suitability of applicants. ATS will be used to scan applications (cover letters, resumes, additional question responses, etc.), and reject those that do not meet the minimum standards in areas such as qualifications, teaching certifications, and educational experience. Note that ATS does not play nicely with tables, columns, ambiguous headings, fancy fonts, acronyms, and images. Some people choose to have their application documents rewritten by consultants to ensure they meet ATS standards. In our collective experience, ATS usually disqualifies over 75-90% of total applications.

OBSTACLE 2: HR gatekeepers

Once ATS has done the preliminary work, many Good-to-Great schools task their HR departments with a human check. As an admin, we may only see perhaps 15-20 applications out of an initial 300-400 plus, based on the combined ATS/Human gatekeeper approach. So attention to detail in your application is of paramount importance.

So, what do we suggest to give you the best chance of being seen by the hiring panel?

COVER LETTERS

When you compile a cover letter, remember this golden rule.

Each cover letter should be unique.

You use your due diligence research to respond to key information contained within not only the position description but also the school vision, mission, and procedures documentation. On average, your cover letter will get around 30 seconds of attention - that's it. Anything over a single page is rarely read. We suggest a three-paragraph approach that, when written concisely, can create increased interest and give your resume and additional information a little more attention.

First Paragraph

Who are you, how did you find out about the position, and why are you applying?
What are the synergies between you and us?

Second Paragraph

A snapshot of your results to date. What are your top 2-3 achievements? Here, you are giving insight into what we will find with further exploration of your

resume. Tailor these achievements to the requirements of each position description.

Third paragraph

What will we get if we hire you? How do you see yourself becoming part of the school? Where can we find more information about you (recruiting profiles or personal websites etc.)?

For top-level schools, you need to do this well. Additional attention to detail is demanded. These schools will not accept poorly written letters with inexcusable errors, such as those indicated below.

- Addressing your cover letter to the wrong people;
- Including the incorrect school name in your cover letter;
- Detailing school vision and mission statements that come from another application;
- Over enthusiasm with the opportunity to apply, for example, “I am over the moon to apply for the IB MYP Maths position”, or “I’m pumped to submit my application.” Keep it professional.

RESUMES

Countless sites will assist you in how to format your resume. Don’t feel like compiling it yourself? Plenty of opportunities for consultants to take your money and do it for you! The trend over the past few years was to try and make your resume stand out from the others. Length, colours, fonts, formats, and photo types are all changed to try and give applicants that edge. Remember that your resume will usually get around two (2) minutes of attention, so it has to be on point. Crisp, clean, impeccably crafted, and able to beat ATS. So what is recommended now?

Suggested Length

Two pages maximum, unless the position description tells you otherwise.

Suggested Headings

Most of the headings below should be included.

- Personal Details (Name and contact details on separate lines)
- Profile (Very short statement about you)
- Educational Philosophy (Core beliefs)
- Qualifications (List all relevant to the position)
- Certifications (List all relevant to the position)
- Educational Experience (max.10 years - STAR format, focus on results)
- Professional Development (List all relevant to the position)
- Co-Curricular Involvement (think 'whole package' descriptors)
- Skills and Competencies (related to position description)
- Referee details (professional contact details required)

Suggested Fonts

The best fonts to use are the ones that are simplest to read. Please, nothing less than 12pt in size. Stick with Times New Roman, Arial, Georgia, or Calibri.

Suggested Format

A reverse chronological format is recommended. Most recent first for experience, qualifications/certifications, and professional development, etc.

Photo?

This is a delicate subject. As mentioned before, discrimination (both covert and overt) still exists. We believe it is no longer necessary to include your photo on your resume. It tells us nothing about your teaching ability, nor is it related to any elements of the position description! However, if the position description asks for a photo, you should include it. You should also ask yourself why they need it!

Note that associates and contacts at paid services (such as Search Associates/ISS etc.), will often specify their requirements for resumes.

ADDITIONAL QUESTIONS/ VIDEO RESPONSES

These serve as an additional chance for you to highlight how you fit the position description, what you could do for the school, etc. Whilst we aren't fans of the

video requests, we feel the additional questions are a great opportunity for you to further highlight your suitability.

Some of the best we have seen in recent times are often a little left-field - they make you consider a specific prompt and respond to it from a personal perspective. In doing so, you reveal more about yourself than you may first think. How would you respond to these questions?

- We want you to think about the most inspirational teacher you had at school. What was it about them that made your interactions so memorable? What part of them comes to school with you every day?
- Trust, authenticity, vulnerability. What do these words mean to you? How do they shape your pedagogical philosophy?
- Every teacher has something to work on as they strive toward pedagogical excellence. Thinking about your limitations, how could we assist you to be the teacher you want to be?
- What does holistic education mean to you?
- Our main teacher accommodation facilities are on campus. This means you have more interactions with staff and administrators outside of teaching hours than normal. What do you see as the positives and negatives of this situation?
- How does your knowledge of educational psychology influence your pedagogical practice?
- Is our current approach to educating students working? What needs to change?

Remember, if the school is using ATS, you are given another chance to hit the key terminology that you have parsed from your earlier research of the school's vision, mission, and values statements, alongside the essential and desirable qualities listed in the position description. Use your research to craft effective responses.

AND NOW WHAT?

So you have done your research and due diligence on the school, crafted a unique cover letter and resume that 'leaps off the page', and responded to additional tasks to the best of your ability. Now what?

At the better schools, you will receive some sort of generic email that records the receipt of your application. If submitted through your paid membership portal (Search, ISS, Schrole, etc.) you will be able to see it in your profile section. At other schools, you may not get any official correspondence regarding the receipt of your application. They all march to the beat of their hiring drum. So the waiting begins....

A list of possible scenarios is listed below, from best to worst.

1. You will receive a request for an initial interview to discuss your application;
2. You will receive an email saying that your application has been received, and you will be contacted within a specified time frame if the school is interested in following up further;
3. You receive a response saying that your application has been unsuccessful, and usually with some tagline on 'we wish you the best with an employment journey' or 'we encourage you to apply for positions that match your qualifications and experiences'. Note this is code for 'you don't have what we asked for'; or
4. You hear nothing. Totally ghosted.

With Good-to-Great schools, we would hope that it is rare that you would experience No. 4. However, reports from teachers who endured last year's cycle

suggest that this practice is becoming more common. We think it's an abhorrent way to treat applicants- it smacks of laziness and a complete misunderstanding of how to treat potential hires. It takes 5-10 minutes for IT to fashion a 'thanks, but no thanks' email to all applicants. At least if you get no. 3, you can move on with other applications (which you should be doing anyway). However, some schools see ghosting as an acceptable practice. Our advice? That tells you more about the school than you already knew, and not in a good way.

CONGRATULATIONS! YOU HAVE AN INTERVIEW.

Your movie is playing! Well done on getting to this shortlist stage, even though you don't know how short the list is! At Good-to-Great schools, it will be extremely rare for you to only have one interview. According to our collective, it's usually a minimum of two (2) and can be up to four (4) in certain places and certain roles. All of this revolves around the autonomy of those interviewing to make onboarding decisions.

Take an example for a high school English vacancy, teaching IBDP Language and Literature.

1. Preliminary interview with Asst. Principal and HOD;
2. Follow-up interview with Section Principal and full hiring panel (if they have one);
3. Further interview with HR to ensure your documents are in order and that the full contractual details of the position are understood
4. Final interview with Head of School / Director to confirm offer of appointment.

There will always be variations of the above, but interviewing can be an overwhelming task.

- They are always conducted at times that suit the interviewing school. You may have to make alterations to your day to ensure your availability.
- They don't occur in a vacuum. You still have your ongoing day-to-day responsibilities so preparing for, and articulating a coherent response to probing questions takes effort.

-
- They are designed to distinguish between candidates, and as such, have real consequences.

That aside, every interview you have is another opportunity to hone your craft. Nerves may never fully leave, but your responses should be more natural, your skills and competencies easier to highlight, and the questions* you ask of the school are more focused on your professional and personal needs.

*You should refer back to the brilliant post about questions to ask from ***u/ASmallSmallworld***. Administrators at Good-to-Great schools will expect you to ask questions; some may have to be referred to HR, but in general, you should probe for responses that educate you about the school and those that you will work with.

INTERVIEW FOLLOW UP

Many people fail to follow up after an interview. Ensure you follow up your interview (or interviews) with an email within 12 - 24 hours. It can be as simple as the example below.

Dear Dr. Spain,

With regard to my recent interview for the vacant PYP G5 position, I wish to express my thanks to you and the fellow panel members for providing me the opportunity to expand upon my written application. Your combined efforts to put me at ease during the process were greatly appreciated. I am particularly grateful for the responses offered by the panel to my questions about the benefits associated with this position.

I look forward to your further correspondence regarding my suitability for this position in due course.

Kind Regards,

James Willspoon.

Short, sharp, and to the point. It thanks the hiring panel for their time, highlights something that you valued, and emphasises your desire to remain in contention for the specific position.

BUT I WAS THE PERFECT FIT? WHAT HAPPENED?

Sometimes it's not you! The hiring process is a bit like a jigsaw puzzle, and those in charge of hiring are often working with living, moving pieces. For example, a school looking especially for an experienced administrator, or IBDP coordinator may compromise on another position to recruit the 'hard to come by best applicant'. See below.

E.g Our preferred IBDP coordinator comes with a partner who is a certified PYP Lower Elementary teacher. Those who have applied for the vacant PYP position, been shortlisted and interviewed, are now at the mercy of a wider school-based decision. Most good- to -great schools will say that they hire the best candidates for every decision, but that's not how it plays out 100% of the time. You may just be the right piece but in the wrong game.

It could come down to you being more expensive as a hire than someone else. Despite many schools saying they only hire the very best of applicants (regardless of personal circumstances), a hiring hierarchy still exists for certain administrators.

- SINGLES AND TEACHING COUPLES (WITHOUT CHILDREN)
- TEACHING COUPLES WITH CHILDREN
- MARRIED TEACHER (WITH NON TEACHING SPOUSE)
- SINGLE TEACHER WITH CHILDREN
- MARRIED TEACHER (WITH NON-TEACHING SPOUSE AND CHILDREN)

Visa assistance and reimbursement, flight costs (start, end, and mid-contract), relocation allowances, medical insurance, housing, and tuition, are all considered must-have inclusions at Good-to-Great schools. These costs add up quickly, and at times, become part of the decision-making process.

Hopefully, in these instances, your post-interview feedback will be positive, and encourage you to keep applying for similar positions.

SO WHAT DO I DO NOW?

This is the general advice we will finish with.

- If you have the freedom to explore a broad range of geographical locations then do so. There are some diamonds in places you may not have first considered. Singles and teaching couples without children have this in their favour. Once you have children, that flexibility is constrained somewhat. For all positions though, you should have at least three distinct lists:
 - Your ‘must haves’ in each location (these are and remain your non-negotiables);
 - The things you would like to have if possible, but can live without; and
 - The ‘deal breakers’.

Keep these in the forefront of your mind as you move on with your due diligence.

- Do your research and due diligence on the schools **BEFORE** you apply. Continue to ask yourself about how your approach to education aligns with the vision and mission statements of each school that you're considering. We know that sites like ISR can polarise people. Some believe they are only there to serve as a repository for the whinging of disgruntled educators. We, as admin, suggest they offer the opportunity for you to

identify patterns that are occurring within schools, and with certain administrators as well. As part of your due diligence, parting with \$29 USD to gain access to this information is of great value. Find the names of the administrators at your schools of choice, and research away. Search for patterns, not one-offs, and you will walk away more informed. Other sites such as International School Community (ISC), and to a lesser extent Staffroom (which will only publish positive reviews), can assist in this process. If you are a Facebook person, there is no better group to join than ***“Teachers on the Move Internationally”*** for help with the recruitment processes.

- Only apply to schools where you meet the essential requirements of the advertised role. Some people will say that it's worth throwing your hat in the ring regardless - someone has to win the lottery. We disagree. Receiving constant feedback that your application has not been successful, or worse, not hearing anything, is psychologically damaging. It plays on your emotions and can affect your further applications.
- Expect your social media accounts to be scrutinised. If you are a Facebook, X, or Tick Tock user, pay special attention to what is open for the public to see. The perception of you publicly is just as important as the one you are trying to portray professionally. Make certain that your LinkedIn profile (if you use one) is up-to-date, and confirms what is written in your applications. Discrepancies between written applications, and socially available information, are discovered at astonishingly high rates.
- Learn from your interviews - engage in every interview opportunity that you are afforded. reflect on your statements, recall the body language from hiring panels as you were giving those statements, and what could you have emphasised more to 'leap off the page'. Don't forget that interviews are always a two-way process. You are interviewing those on the other

side of the desk (screen)- ask your probing questions to see if the school is the right fit.

- Start early, and finish late. The hiring cycle for Asia/Africa has begun already. Need evidence? Search Associates has reconfigured their East Asia fair into the Singapore Teaching and Administration Fair in October. ISS Bangkok is also scheduled for late October. GRC, with their new configuration, has scheduled their Dubai in November. Feedback to administrators from the market leading providers (Search Associates, ISS, Schrole) is to expect the busiest cycle in the last 5 years. The Search Bangkok fair in January, which years ago served as the starting point for singles and teaching couples looking for IB schools, is now an opportunity for schools in Asia/ Africa to **complete** their hiring as opposed to starting it. Those keen on Europe will still get great opportunities presenting from January - March onwards, in part due to the legal protections of those in existing positions.
- Keep going, even when it seems a pointless exercise. Last minute positions in Good-to-Great schools can pop up for several reasons, so as one of our collective puts it, ***'there is no death date in searching unless you select one'***.

We hope that this information is helpful to those in the group. We wish you the best of luck throughout the journey. The Good-to-Great destinations are worth the long journey to get there. However, throughout this mentally draining and physically exhausting experience, you will experience doubts about your abilities as an educator. We will take this chance to remind you that when you prepare as suggested ... **YOU ARE ENOUGH!**