Personal Statement Examples for applying to

Derby for QTS AO

**1) Early Years Teacher working in a British International School in Beijing:**

My teaching journey has continuously grown from the bustling bilingual environment of a kindergarten in Changzhou to a British international school in Beijing. In both roles, I have been committed to implementing UK teaching standards, guiding me in providing quality education for my students.

In Changzhou, I worked diligently towards creating a safe, stimulating learning environment (Standard 3), which is crucial in the kindergarten setting. I spearheaded initiatives to blend English and Chinese pedagogical practices, ensuring children from diverse backgrounds felt valued. I also implemented a whole-child approach to development, focusing on academics and social, emotional, and physical growth.

Working within the EYFS curriculum in Beijing, I have demonstrated a thorough understanding of my subjects and curriculum (Standard 2). I've continuously tailored my teaching methods (Standard 4) to cater to the needs of each child, recognising their unique learning styles and interests. Through regular parent-teacher conferences and detailed reports, I've shown my commitment to engaging with parents and carers (Standard 8), providing them with insightful feedback on their child’s progress.

I have consistently shown professionalism (Standard 8), adhering to school policies and respecting children's rights. My lessons are underpinned by high expectations (Standard 1), enabling every child to succeed irrespective of their starting points.

These experiences have equipped me with the ability to implement the UK teaching standards effectively, and I am eager to advance this further through the QTS Assessment Only programme at the University of Derby. I look forward to enhancing my teaching abilities and continuing to provide an enriching educational experience for my pupils.

**2) Primary Teacher working with Year 5 at a British Bilingual School in Shanghai:**

From my beginning as a Year 1 teacher in an international school in Hong Kong to my current role as a Year 5 teacher in a British bilingual school in Shanghai, I have focused my efforts on creating engaging, inclusive environments that nurture every student's individual potential.

I am committed to the UK teaching standards at the heart of my teaching. In both schools, I have demonstrated a strong understanding of the curriculum and its related subjects (Standard 2). My education has always been underpinned by high expectations (Standard 1). For example, I developed differentiated lesson plans in Shanghai to challenge all my students, ensuring those needing extra support were kept up and the gifted learners were continually stimulated.

Furthermore, in Hong Kong, I honed my ability to adapt my teaching to meet students' needs (Standard 4), modifying my instruction and teaching methods based on pupils' learning styles. This has proven instrumental in Shanghai, where I have a more diverse classroom in terms of language proficiency.

To promote good progress and outcomes by pupils (Standard 6), I have consistently used assessment to inform my teaching practices, identifying areas of improvement and implementing strategies to address them. I also frequently communicate with parents and carers (Standard 8), providing regular updates about their child's progress and finding ways to involve them in their child's education.

Finally, my experience in different educational settings has effectively allowed me to fulfil wider professional responsibilities (Standard 8). I've worked collaboratively with colleagues, participated in professional development activities, and diligently followed school policies and guidelines.

Through the QTS Assessment Only programme at the University of Derby, I aim to cement my understanding of these standards further, refining my pedagogical approaches and providing an enriching educational experience for my pupils.

**3) Maths Secondary Teacher working at Key Stages 3 and 4 in an International School in Bangkok:**

Teaching Maths, most recently as a secondary teacher for the IB Diploma in Ho Chi Minh, and presently at key stages 3 and 4 in an international school in Bangkok, has offered me unique opportunities to engage and inspire students of different age groups and cultural backgrounds.

The UK teaching standards have guided my teaching career, and my experiences have allowed me to develop practical strategies that reflect these standards. For instance, setting high expectations (Standard 1) has been a cornerstone of my practice. I consistently challenge my students, pushing them beyond their comfort zones while ensuring I provide the necessary support.

I have displayed a deep understanding of Mathematics (Standard 2) in both schools, presenting it as a beautiful and practical subject. I've adapted my teaching methods (Standard 4) to cater to my student's diverse learning styles, transforming apprehensions into appreciation and confusion into clarity.

Maintaining good behaviour and discipline (Standard 7) has been crucial in creating a conducive learning environment, especially while managing larger classes in Bangkok. Meanwhile, my commitment to furthering my professional development (Standard 8) has led me to pursue the QTS Assessment Only programme at the University of Derby, which will enrich my skillset further.

Whether in Ho Chi Minh or Bangkok, I have continually engaged with parents and carers (Standard 8) to create a cohesive learning experience for my students. I aim to sustain this level of dedication and professionalism as I continue my journey in Mathematics education, fostering an environment where every child can flourish.

**4) Science Teacher working with IB students at MYP and DP levels at a school in Hong Kong:**

Teaching science to IB students at MYP and DP levels in Hong Kong, following previous experience with IGCSE and A levels in a bilingual school in Suzhou, has been challenging and rewarding. I've nurtured students' curiosity about the world and guided them to apply scientific principles to understand the universe.

I have worked to uphold the UK teaching standards throughout my career. In my previous role in Suzhou, I had the opportunity to support pupils in acquiring a deep understanding of the subject (Standard 2). I promoted good progress across the IGCSE and A-Level curriculum (Standard 1). I accomplished this by constantly adapting my teaching methods (Standard 4), providing personalised instruction, and organising practice sessions that gave students hands-on experience.

In Hong Kong, I have continued to foster this inquisitive culture, inspiring my students to question, hypothesise, experiment, and analyse findings. The IB curriculum's emphasis on independent thinking aligns well with this, and I have been proactive in creating an environment conducive to this kind of exploration (Standard 3). I also maintain high expectations for my students, pushing them to achieve their best while offering support and encouragement (Standard 1).

Furthermore, I have engaged proactively with colleagues, sharing teaching practices and strategies for better student outcomes (Standard 8). My previous experiences have given me the skills to work effectively with a diverse student body and communicate successfully with parents and caregivers (Standard 8), keeping them updated on their child's progress.

I am eager to join the QTS Assessment Only programme at the University of Derby. It will further refine my skills, enhance my understanding of UK teaching standards, and enable me to make more meaningful contributions to my students' learning journey.