## PERSONAL DETAILS

**Name:** David Wilson

**Age:**  13 April 1981

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## EDUCATION

**Certified Certificate IV TESOL teacher,** Teach International, Sydney, Australia

(April 2011)

**Graduate Diploma in Legal Practice, Australian National University**

Admitted as lawyer in High Court of Australia

Admitted as lawyer in Supreme Court of Australian Capital Territory

**Bachelor of Arts (English) and Bachelor of Laws, Monash University**

**St Bede’s College, Mentone, Australia**

Dux of school

Premier’s VCE Art Award

Year 12 English Enrichment Group

**Council of Adult Education Courses, art and illustration**

Published cartoonist and illustrator

**EXPERIENCE**

**Lawyer**

I have been a qualified Australian lawyer for five years, specialising in property and the building and construction industry. In this role I have undertaken research, advocacy, provided complex advice on a range of legal matters and assisted a range of clients. The legal profession is demanding and challenging but ultimately it has been a career that has been very rewarding. In order to have been successful in each of my roles I have always had to be organised, patient and above all I have had to been able to communicate well. In addition, my training and experience have instilled in me a strong sense of community, ethics and justice. These are the qualities that I believe are transferrable to the ESL classroom and these are the qualities that I intend to build on and develop in the future.

**Sacred Heart Mission**

My volunteer work at Sacred Heart Mission required me to assist a homeless mission by preparing and serving meals to disadvantaged people in the community, as well as meeting and socialising with those people. The work was fast-paced and demanding but very enjoyable.

My time here gave me a good perspective on life, gave an insight into the lives of those less fortunate than myself and reminded me not to take anything for granted. Having worked at Sacred Heart Mission I have realised that I would like to offer something more to the community and engage with people from different walks of life and ultimately, people from different cultures and backgrounds. I see teaching English as a perfect opportunity to do so and I trust that it will allow me to fulfil these goals.

**Teacher Assistant**

I worked as a teacher assistant at Burton Hill School in Malmesbury, United Kingdom. The school was for children with physical disabilities and associated learning difficulties. In this role I worked with the principal teacher in the classroom to ensure that students with learning difficulties were able to receive adequate, personal assistance. I was responsible for assisting with a range of subjects, including English, art, music, drama and physical education as well as participating in extra-curricular activities. As part of this experience, I also found myself acting as a mentor for some of the older students, a role which I thoroughly enjoyed.

My position at this school taught me the importance of education and taught me the value of patience and compassion. It also gave me a good insight into the role of the teacher and the workings of a school.

**REFERENCES**

Charlie Monti

Lawyer

Monti & Monti Lawyers

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**Certificate IV TESOL – Teach International**

The Certificate IV in TESOL course is 310 hours of learning and skills development, comprised of:  
  
*SKILL DEVELOPMENT: IN-CLASS (Total 40 hours) [Delivered to a native English speaking cohort]*

The 28 hour in-class component with an additional 12 hours of background reading comprised of sessions *(content and analysis focus)* that cover, but are not limited to:

 Ice-breakers and warmers *(demonstrations of sample activities, facilitation and take up, adaptation analysis including course book activities)*  Interests and Motivations *(relating learning to interests and motivations)*  Classroom Objectives *(80/20, student centred, teacher as facilitator, monolingual classroom, language in context, meaningful and relevant language)*  Classroom Tools *(classroom tools: positive learning environment, model the language, board work, demonstrating, repetition: drills, examples, activities, role plays and small groups, elicitation, dealing with errors)*  Groups in the Classroom *(process for task based learning)*  Teaching Grammar Communicatively *(analysis - form/use/situations, model dialogue with drilling, syllabi - grammar/needs/ theme based)*  Setting Homework *(format)*  Teaching Pronunciation and Practice *(production vs perfection, English IPA phonemic chart, range of techniques)*  Using Music in the Classroom *(jazz chants, sentence stress and meaning, children vs adult adaptations)*  Student Levels *(emphasis differences, listening samples - analysis)*  Classroom and Behavioural Management *(techniques and practice)*  Using Video in the Classroom *(sample mini lesson, techniques of using video)*   
 *Demonstrated mini-lessons (covering pre-intermediate speaking and an intermediate music lesson)*  A sample foreign language speaking focused lesson - beginner *(stages, classroom objectives and tools, level comparison)*  Sample speaking focused lessons - pre-intermediate and upper-intermediate *(warm up, review, target language, controlled - free activities, homework, eliciting, CCQs)*  A sample listening skills lesson - pre-intermediate *(stages)*  Sample reading and writing skills lessons - upper-intermediate and advanced EAP *(genre types, lesson aims, suitable activities, skills focused lesson stages: pre-reading – reading - post reading, skimming for gist, scanning for detail, meaning from context, vocabulary development, critical reading, writing correction code)*  A sample mixed skills functional lesson- Intermediat*e (eliciting)*  Student practice sessions (*preparing a dialogue: target language: form, drilling)*  A guided lesson planning session *(pair preparation of 20 minute lessons for peer teaching, covering a range of levels and age)*  Lesson presentations *(delivering peer lessons in pairs)*  Feedback session *(peer teaching - trainee, observer and trainer feedback).*  
  
*SKILL DEVELOPMENT: PRACTICE TEACHING (Total 60 hours)*

The practice teaching component involving **at least 6 hours of \*formally supervised teaching practice with an additional 54 hours of supported learning, inclusive of observation, lesson planning and reflection is undertaken in the following manner:**  Practice teaching to real ESOL students **p**receded with the trainees observation of a lesson observation DVD, which provides video of 9 lesson covering a range of levels and the four macro skills of listening, speaking, reading and writing  Trainees provide draft lesson plans which are previewed and commented on by a trainer  Practice teaching proceeds with a qualified assessor observing the trainee teacher teaching real ESOL students and giving performance feedback. *\*i.e., supervision where a qualified assessor observes the trainee teacher teaching real ESOL students and gives performance feedback.*

*THEORY: ON-LINE concluded with SUBMITTED WRITTEN WORK (Total 70 hours)*  
Online modules which are concluded with submitted written work are:  Cert III Auxiliary units *(aspects of the Teach International TESOL Manual, reflections on the Practice Teaching Experience, and Equity and Occupational Health and Safety Issues)*  Use Advanced Grammar Skills in Language Teaching  Incorporate Language and Culture Theory into Lesson Planning  Incorporate Methodology Theory into Lesson Planning  Use Knowledge of Second Language Acquisition  Observe and Analyse Whole Lessons  Teach ESL Independently, Including Lesson Plans.

*THEORY: ON-LINE concluded with ON-LINE EXAMS (Total 140 hours)*

On-line modules which are concluded with on-line exams are:  Grammar  Teaching Business English/TOEIC  Teaching English to Children  Teaching IELTS Preparation  Teaching English to Adults  Computer Assisted Language Learning (CALL)  English for Academic Purposes (EAP).

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| The Cert IV in TESOL meets \*\*NEAS, Australia’s criteria for a recognised TESOL qualification and \*\*\*Accreditation UK’s delivery criteria for a TESOL initial (certificate-level) qualification. These criteria require:   No less than 100 contact hours, or the equivalent in Distance Education programs, with a content focus on English language, language learning and TESOL teaching   A practical component including **at least six hours of supervised teaching practice** (i.e. practice where a qualified assessor observes the trainee teacher teaching real TESOL students and gives   feedback to the trainee on his/her performance)   Approved/awarded by a university, approved by government, or a recognised ESOL program  \**\*The National ELT Accreditation Scheme Limited (NEAS) is Australia's national accreditation scheme for English Language Teaching centres. \*\*\*****Accreditation UK, run by the British Council and English UK, is the quality assurance scheme for the UK ELT sector.*** |

*The Certificate IV in TESOL is recognised within the Australian Qualifications Framework (30874QLD) and is issued by Teach International Pty Ltd*