



**Winston
Churchill Trust**
Learn globally, inspire locally.

Writing your bio

A guide for Churchill Fellows

Learn globally, inspire locally.

Table of Contents

<i>Why do you need a bio?</i>	3
<i>What you need in your bio</i>	3
<i>What don't you need?</i>	3
<i>When to tailor your bio</i>	3
<i>First or third-person?</i>	3
<i>Don't set and forget</i>	3
<i>Crafting your bio</i>	4
<i>Example</i>	5

Why do you need a bio?

A bio is a short summary of your professional accomplishments, expertise, credentials and other information that shows people not just who you are but why you do what you do.

When you're seeking to work with others, share your experience at a conference or put yourself forward for funding, it's important to show who you are and why you should be considered.

This includes tailoring your bio strategically for the audience.

In short, a well-crafted bio helps you put your best foot forward!

What you need in your bio

- An introduction about you, including your full name.
- A mention of your position as a Churchill Fellow and what you are doing/have done as a fellow.
- A mention of your current work position (if relevant).
- A mention of at least one professional accomplishment.
- A sentence showing your values and why you do what you do.

A possible framework that has been [shared across the internet](#) as a winning formula is:

[First name] [Last name] [knows/believes] [what you know/believe about the work you do].

[First name] has [landed/secured/garnered/worked at/supported] [insert your most compelling experiences and wins].

[First name] is a [trained/certified/awarded] [insert relevant trainings, awards, honours, etc].

[First name] holds a [insert degree] in [insert area of study] from [insert university].

This framework helps you to refine your bio, highlight the most compelling and relevant information and leave the reader with a clear and confident picture of who you are and why you do what you do.

What don't you need?

A list of all of your work experience.

A bio that simply tells what you do, not why you do it.

Information from decades gone by.

When to tailor your bio

Your bio may change slightly based on what it is being used for. You may edit it slightly to bring out a specific focus depending on if you are using it for a conference you are speaking at, or to engage a collaborator, or if you're seeking a specific position/appointment.

First or third-person?

Be sure to write your bio in the third person so you can send it out for use by others without fuss.

Don't set and forget

Revisit your bio every 12 months (at a minimum) and check that it aligns with your professional goals. Your bio should support your future, not simply list your past.

Crafting your bio

To help you craft your bio, fill in the below worksheet and identify the key elements you need to include (and the ones you don't need to include).

Why are you passionate about your fellowship topic? Why do you do what you do?

.....

.....

.....

When it comes to your professional life, what are you looking to achieve in the next 12 months?

.....

.....

.....

What are your top three accomplishments? Rank them in order. Which is the most relevant to your fellowship and what you are trying to achieve over the next 12 months?

.....

.....

.....

How do others introduce you? What words do they use?

.....

.....

.....

What qualifications, awards and other honours do you have that are relevant to what you are trying to achieve in the next 12 months?

.....

.....

.....

Examples

Sample bio only, information is not factual.

Sarah Taylor believes every child has the right to gain education in an environment that support their unique needs. Working as a primary school teacher for 20 years, she has seen how classroom sizes that support every child gaining individual attention can lead to increased class cohesion, improved learning outcomes and a reduction in negative behaviours.

Sarah is a 2001 Churchill Fellow who found that in schools in Nordic countries, including Denmark and Finland, saw increased classroom wellness and individual child outcomes with lower classroom sizes. She has since been actively involved in advising government and private schools across New South Wales on a range of classroom initiatives designed to improve the education system in the state.

Sarah speaks regularly at industry conferences and participates in the NSW Government's Education Advisory Committee.

Sarah is an awarded teacher, receiving teacher of the year accolades in 1998, 2003 and 2005.

Sarah holds a Bachelor of Teaching from Charles Sturt University.