

Interviews

(K. Draayer)

1. Who will be there?

(At least 2 of.....)

- Principal
- Vice-Principal
- Department Head / or reasonable facsimile?

The principal will likely lead off, but soon give way to the Head of Department. Or, let's say the Principal's interest will be in how you might affect the school as a whole. S/he will listen for anything you say about disciplinary matters. The Head (if there is one) likely has the final say and will be more interested in how you see the subject. Keep the divided page in mind (Keating vs his colleagues). The Head lives on both sides, but likely favors one or the other. You need to be clear about where you stand, but at the same time you need to give voice to your other side if you sense that the Department Head lives there. Is the Head looking for a colleague who will fit with others in the department? (i.e. there's enough friction there already) or, is S/he looking for someone who will bring new perspectives? You have best opportunity to find this out in your concluding questions and discussion.

In the first contact, ask questions about the school itself and about the interview (who will be there) so that you might better prepare.

2. What will they ask me about?

- Curriculum planning
- Extra-Curricular (your resume)
- Teaching experience (if applicable)
- Discipline
- Knowledge of Subject (Two-Sided Page))
- Computer Skills / Knowledge

3. How will they ask about these things?

Visionary Interviews

- propose solutions to problems
- outline plans
- demonstrate forethought

Sample Questions

- What makes a productive classroom?
- What's your notion of high standards in an English classroom?

- How would you help make (School) a topnotch school?
- In your view, what are the essential components of a strong English program?
- **What do you think are the most critical things about current reform?**

Behavioral Interviews

- narratives
- tell us about a time when...
- tell us about an experience you've had with....
- describe a situation when....

4. How can I get ready?

For the **Behavioral**, put the areas for questioning the centre of a page and map out concrete instances when you dealt with that theme. Choose the ones that went best and that you remember most strongly in positive ways. Place each of these on a separate page and make notes that would help you be explicit in telling the story. Make sure that each story focuses on a positive role you played, or positive outcomes.

For the **Visionary**, take each area for questioning and make a page of notes combining some research into the area and your own ideas. Find a focus. Stick with three's: three essentials for good discipline, etc. Essentially, develop credo that represent well where you stand on issues of teaching, learning, discipline, school culture.

5. How should I end the interview? Ask...

- What is the school best known for - academically and otherwise?
- What sort of student population attends? Is there an emphasis on high or low-end learners?
- Ask about school activities in areas where you might pitch in or volunteer?
- Ask about the department? What opportunities might there be for you to contribute? (This is a good area to address with the department head. If you can establish in the interview and connection with something going on there, then you have the Head thinking you'd be a good addition.)
- Ask for an opportunity to see the school or department. If you can get some extra time with the Head, you have more time to get a good feeling for how you belong there. Ask to see classrooms.
- Conclude briefly by underlying the strengths you have that fit with what you've heard.