

EDUC3004 Teaching Showcase Interview

Text type	Oral presentation + Ppt	Weighting	40%	Due	Fri 16 June (exam week 1), at a negotiated time
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Purpose

Prior to gaining a teaching position in schools, you will participate in job interviews with Education Queensland or other employers. As practice for these interviews, you will undertake an interview where you can showcase your professional experiences in EDUC3004.

“The interview and assessment process provides applicants with an opportunity to have a professional conversation with a panel of experienced teachers and school administrators about their teaching skills, knowledge and experiences.” Education Queensland *Interview Process* (<http://education.qld.gov.au/hr/recruitment/teaching/interview-process.html>)

This interview will use elements of the AITSL Australian Professional Standards for Teachers as its focus.

Task

You will undertake a 20 minute interview with your tutor that reflects on your professional experiences across the semester. At the core of this interview will be your ability to:

“Use professional standards to analyse (your) professional strengths and weaknesses, set personal... professional goals, and assess (your) capacity to meet the professional... requirements of the Queensland College of Teachers.”

(http://www.qct.edu.au/standards/documents/PSQT_GradLevel_v3_Web.pdf)

For your interview, you will:

- a. **Prepare a 10 minute presentation that showcases how your teaching abilities have developed throughout EDUC3004.** As part of this, you will **reflect on and justify your strengths and weaknesses, your goals and action plan for improvement.**
- b. **Answer 2 unseen questions that are drawn from the focus Professional Standards.**

Quality answers will **reflect on actual events** from your Primary, Motor Active and Observation Professional Experiences, as well as **draw on theoretical knowledge** from class and literature, and the **language of the focus Professional Standards.**

Upon successfully completing this assessment, the following Graduate capabilities of the AITSL (2012) Australian Professional Standards for Teachers will be demonstrated:

Standard 2 **Know content and how to teach it**

2.1 Content and teaching strategies of the teaching area

Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.

Standard 6 **Engage in professional learning**

6.1 Identify and plan professional learning needs

Demonstrate an understanding of the role of the National Professional Standards for Teachers in identifying professional learning needs.

6.2 Engage in professional learning and improve practice

Understand the relevant and appropriate sources of professional learning for teachers.

6.3 Engage with colleagues and improve practice

Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.

6.4 Apply professional learning and improve student learning

Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning.

Conditions

- For moderation purposes, your interview may be videoed. Additionally, your interview may be attended by the Course Coordinator or other EDUC3004 tutors.
- You may bring evidence that supports your presentation (see below for examples of evidence).
- A range of example interview questions will be published prior to the interview.

Getting started

- a. Read and understand the focus AITSL *Australian Professional Standards for Teachers*.
 - b. Reflect on your professional experiences in relation to these Standards.
 - c. Select 2 or 3 key developments in your teaching throughout the semester.
 - d. Prepare your 10 minute showcase highlighting experiences that best reflects the focus Standards in relation to your “professional strengths and weaknesses, ...(and) professional goals”.
 - e. Select your evidence to support your showcase stories. Evidence may include:
 - Lesson or unit plans
 - Data that you have collected throughout the semester
 - Learning resources that you have developed (eg: task cards)
 - Supervisor/tutor feedback or reports
 - Photographs (ensure you seek permission).
- Rehearse your showcase (ensure it is no more than 10 minutes long!) and practice example questions.

	1 - 2	3	4	5	6	7	
Recall / Collect	0 - 4	5 - 6	7 - 8	9 - 10	11 - 12	13 - 15	Marks
	Completes little to no task requirements.	Completes few task requirements.	Completes the majority of task requirements.	Completes all task requirements.	Completes all task requirements.	Completes all task requirements thoroughly.	
	Recollection of little to no information associated with the task &/or an inaccurate recollection of information.	Recollection of some information associated with the task &/or some inaccuracies in recollection of this information.	Recollection & recognition of simple terminologies, principles or facts relevant to the task.	Accurate comprehension of fundamental terminologies, principles, theories & concepts relevant to the task.	Accurate comprehension of a wide-range of terminologies, principles, theories & concepts relevant to the task.	Accurate & in-depth comprehension of a wide range of terminologies, principles, theories & concepts relevant to the task.	
	Collects & presents little to no information or data.	Collects & presents little &/or low quality information or data.	Collects & presents relevant information & data from sources provided in lectures & support materials.	Collects & presents quality information & data from sources provided in lectures & support materials with a few novel sources.	Collects & presents high quality information & data from sources provided in & beyond lectures & support materials.	Collects & presents high quality & where appropriate, insightful or novel information & data from sources provided in & beyond lectures and support materials.	
Apply / Adapt	0 - 12	13 - 17	18 - 22	23 - 26	27 - 30	31 - 35	
	No evidence of application & analysis and/or incorrect application & analysis using theories, concepts and strategies relating to information &/or contexts of the task.	Little evidence of application & analysis and/or some incorrect application & analysis using theories, concepts & strategies relating to information &/or contexts of the task.	Simple application & analysis using some theories, concepts & strategies relating to information &/or contexts of the task.	Appropriate application & analysis using theories, concepts & strategies relating to information &/or contexts of the task.	Independent and effective application & analysis using relevant theories, concepts & strategies relating to information &/or contexts of the task.	Insightful, independent & effective application & analysis using relevant theories, concepts & strategies relating to information &/or contexts of the task.	
Evaluate	0 - 12	13 - 17	18 - 22	23 - 26	27 - 30	31 - 35	
	No evidence of synthesis. Decisions, actions, solutions not supplied &/or were all inappropriate.	Provides little synthesis of information & ideas &/or some inappropriate decisions, actions or solutions.	Synthesis of information & ideas providing simple decisions, actions or solutions.	Appropriate synthesis of information & ideas providing suitable decisions, actions or solutions.	Effective synthesis of information & ideas providing discerning decisions, actions or solutions.	Insightful & effective synthesis of significant information & ideas providing discerning decisions, actions or solutions.	

	No evidence of evaluation. Justification of recommendations, conclusions, strategies & actions not supplied or incorrect.	Little &/or inappropriate evaluation and justification of recommendations, conclusions, strategies & actions.	Simple evaluation & justification of recommendations, conclusions, strategies & actions.	Evaluation & suitable justification of recommendations, conclusions, strategies & actions.	Critical evaluation that effectively justifies recommendations, conclusions, strategies & actions.	Critical evaluation that comprehensively justifies recommendations, conclusions, strategies & actions.		
Communicate	0 - 4	5 - 6	7 - 8	9 - 10	11 - 12	13 - 15		
	Incorrect textual features used.	Use of basic textual features.	Use of appropriate textual features.	Accurate use of appropriate textual features.	Accurate use of appropriate textual features.	Sustained & accurate use of appropriate textual features.		
	Incorrect selection of subject matter.	Selection of basic subject matter, lacking cohesion in sequencing & organisation.	Suitable selection, sequencing & organisation of relevant subject matter.	Purposeful selection, sequencing & organisation of relevant subject matter.	Purposeful selection, sequencing & organisation of relevant and substantial subject matter.	Purposeful, effective & judicious selection, sequencing & organisation of relevant & substantial subject matter.		
	Communication lacks meaning.	Communication of some meaning.	Suitable choice of communication strategies that convey meaning.	Effective choice of communication strategies that clarify meaning.	Effective choice of communication strategies that enhance meaning.	Discerning and effective choice of communication strategies that enhance meaning & impact.		
Comments							Total	/100