

LESSON PLAN – Interview Techniques

Theme – Using Presentation Skills

CAREER SKILLS – Career Management

KEY SKILLS – Communication, Working With Others, Improving Own Learning & Performance

WORK RELATED LEARNING – Learning For Work, Learning About Work

COMPETENCIES – *ai, *aai, *aiii, *bi, *cii, *di, **ci, **ciii, **civ, **ev, **evi, ***fiu, ***frv, ***jii, ***kiv, ***kvi, ****li, ****mi, ****pi

SUGGESTED SUBJECT AREA – English, Personal Development

Learning Outcomes

By completing this task students will be able to:

- Clarify good practice in interview situations.
- Practice the roles in the interview process to gain an insight into what each one brings to the process.
- Give and receive feedback on performance.

Preparation and Materials

- Copies of Info Sheets (1), (4) and (5) and Activity Sheet (1) "Interview Techniques" for each group.
- Info Sheets (2) and (3) and Activity Sheet (2) "Interview Techniques" for each student.
- Blackboard/flipchart.
- This lesson will require at least one hour to complete. It could be divided into two lessons with preparation to method stage 6 (below) followed by the mock interviews in the next lesson.
- This lesson could follow on from lesson plan "Letters Of Application" or "Completing Applications".

Method

1. Put the students into groups of 3 to 4.
2. Explain the aims of the lesson using the learning outcomes on Info Sheet (1).
3. Ask the students to work in small groups brainstorming what we mean by 'careful preparation for interviews, e.g. arrive at least 10 minutes before appointed time etc.
4. Ask for feedback to the class and write the responses on the blackboard/flipchart. Discuss them and add to the list.
5. Give out Info Sheet (1) – (5) to the students. They can add additional points to Info Sheets (3) and (4) from their brainstorm.
6. Brief the students for carrying out mock interviews with one another, taking it in turns to be the interviewer, the interviewee and the observer. All students should get the chance to perform all the roles.
7. Before going into the role play the students will need some time to prepare a 'script'. During the role play the observer must complete Activity Sheet (1).
8. Students will have to be timed and signalled when to start and stop each mock interview. Time should be provided for feedback in between each interview. Groups of 3 will take a shorter time than groups of 4.
9. After the role play, give out and ask students to complete Activity Sheet (2).
10. Ask the students what they have learned from the lesson.
11. Summarise the main learning outcomes.

Lesson Plans On Interviewing

CO Houle



Lesson Plans On Interviewing:

The Mathematics Lesson-Planning Handbook, Grades 6-8 Lois A. Williams, Beth McCord Kobett, Ruth Harbin Miles, 2018-12-28 Your blueprint to planning Grades 6-8 math lessons that lead to achievement for all learners When it comes to planning mathematics lessons do you sometimes feel burdened Have you ever scrambled for an activity to engage your students that aligns with your state standards Do you ever look at a recommended mathematics lesson plan and think This will never work for my students The Mathematics Lesson Planning Handbook Your Blueprint for Building Cohesive Lessons Grades 6-8 walks you step by step through the process of planning focused research based mathematics lessons that enhance the coherence rigor and purpose of state standards and address the unique learning needs of your individual students This resource deepens the daily lesson planning process for middle school teachers and offers practical guidance for merging routines resources and effective teaching techniques into an individualized and manageable set of lesson plans The effective planning process helps you Identify learning intentions and connect goals to success criteria Select resources and worthwhile tasks that make the best use of instructional materials Structure lessons differently for traditional and block middle school schedules Anticipate student misconceptions and evaluate understanding using a variety of formative assessment techniques Facilitate questioning encourage productive struggle and close lessons with reflection techniques This author team of seasoned mathematics educators make lesson planning practical and doable with a useful lesson planning template and real life examples from Grades 6-8 classrooms Chapter by chapter the decision making strategies empower teachers to plan mathematics lessons strategically to teach with intention and confidence and to build purposeful rigorous coherent lessons that lead to mathematics achievement for all learners

The Mathematics Lesson-Planning Handbook, Grades 3-5 Ruth Harbin Miles, Beth McCord Kobett, Lois A. Williams, 2018-07-13 This book brings together the best of Visible Learning and the teaching of mathematics The chapters on learning intentions success criteria misconceptions formative evaluation and knowing thy impact are stunning Rich in exemplars grounded in research about practice and with the right balance about the surface and deep learning in math it is a great go to book for all who teach mathematics John Hattie Laureate Professor Deputy Dean of MGSE Director of the Melbourne Education Research Institute Melbourne Graduate School of Education YOU are the architect in the mathematics classroom When it comes to mathematics lessons do you sometimes feel overly beholden to the required texts from which you teach Do you wish you could break the mold but feel like you get conflicting guidance on the right things to do How often do you find yourself in the last minute online scramble for a great task activity that will capture your students interest and align to your state standards In The Mathematics Lesson Planning Handbook Grades 3-5 Your Blueprint for Building Cohesive Lessons you will learn the streamlined decision making processes that will help you plan the focused research based standards aligned lessons your students need This daily reference offers practical guidance for when and how to pull together mathematics routines resources and effective teaching techniques into

a coherent and manageable set of lesson plans This resource will Lead teachers through a process of lesson planning based on various learning objectives Set the stage for lesson planning using relatable vignettes Offer sample lesson plans for Grades 3 5 Create opportunities to reflect on each component of a mathematics lesson Suggest next steps for building a unit from the lessons Provide teachers the space and tools to create their own lesson plans going forward Based on years of classroom experience from seasoned mathematics educators this book brings together the just in time resources and practical advice you need to make lesson planning simple practical and doable From laying a solid foundation to choosing the right materials you ll feel confident structuring lessons that lead to high student achievement **Lesson Planning** Jonathan Savage, 2014-07-25 Lesson planning is an essential component of every teacher s practice It is part of a three tiered integrated pedagogy planning teaching and evaluation Drawing on the work of skilful teachers and the latest research this book provides a rationale for lesson planning as an integral part of a teacher s work It introduces the key concepts and skills of lesson planning and provides a practical framework for their development The book helps the reader to make an informed choice about the approaches they use to plan lessons taking into account their subject area and the requirements of individual learners Covering all aspects of short medium and long term planning chapters include Writing Appropriate Learning Objectives and Outcomes Designing and Structuring Engaging Teaching Activities Resourcing the Lesson Assessing Students Learning Strategies for Personalised Learning Evaluating Your Lesson The book also includes practical and reflective activities to help the reader apply the ideas discussed to their own work and key questions to encourage the development of their skilful pedagogy This highly practical book is essential reading for trainee and practising teachers

Teacher Selection and Interview Portfolios Ronald K. Theel, 2002-04-27 The major research questions for this study were a What forms do teacher interview portfolios take b What meaning do school principals make of these portfolios c How if at all are teacher portfolios being used by principals in deciding whom to hire This was a case study using qualitative research procedures The study was situated in the hiring policies and practices of Central City School District from 1995 to 1999 Semi structured interviews of 18 k 12 principals and 4 key informants were primary means of data gathering Document analyses supplemented interview data Interview portfolios typically consisted of lesson plans photographs of projects activities and teacher student interactions and supporting examples of classroom practice Statements of educational philosophy credentials letters of reference transcripts and other background information were also included Most principals viewed portfolios as a way for candidates to express their educational beliefs illustrate skills and methods and supplement the interview with examples from applicants experience Principals expressed a desire for more evidence of having used the portfolio development process as a means of reflection and introspection Overall interview portfolios were not key contributors to principals hiring decisions The reasons for this varied Some principals mentioned time constraints during interviews Others expressed skepticism that portfolios provided meaningful evidence of candidates teaching ability and

people skills Propositions and implications for future research center on portfolio format and assessment criteria authenticity and self knowledge selection interview procedures teacher preparation teacher recruitment and hiring and information management in Central City School District Perhaps one of the most valuable benefits of the portfolio process lies in the development of a new norm for the profession placing discussion and debate about what constitutes good teaching into a public forum

Mathematics Teaching and Learning Rina Kim, Lillie R. Albert, 2015-03-24 The purpose of this research is to identify the categories of South Korean elementary teachers knowledge for teaching mathematics Emerging from the data collected and the subsequent analysis are five categories of South Korean elementary teachers knowledge for teaching mathematics Mathematics Curriculum Knowledge Mathematics Learner Knowledge Fundamental Mathematics Conceptual Knowledge Mathematics Pedagogical Content Knowledge and Mathematics Pedagogical Procedural Knowledge The first three categories of knowledge play a significant role in mathematics instruction as an integrated form within Mathematics Pedagogical Content Knowledge This study also demonstrated that Mathematics Pedagogical Procedural Knowledge might play a pivotal role in constructing Mathematics Pedagogical Content Knowledge These findings are connected to results from relevant studies in terms of the significant role of teachers knowledge in mathematics instruction

The Mathematics Lesson-Planning Handbook, Grades K-2 Beth McCord Kobett, Ruth Harbin Miles, Lois A. Williams, 2018-02-09 This book brings together the best of Visible Learning and the teaching of mathematics The chapters on learning intentions success criteria misconceptions formative evaluation and knowing thy impact are stunning Rich in exemplars grounded in research about practice and with the right balance about the surface and deep learning in math it s a great go to book for all who teach mathematics John Hattie Laureate Professor Deputy Dean of MGSE Director of the Melbourne Education Research Institute Melbourne Graduate School of Education Your blueprint to planning K 2 math lessons for maximum impact and understanding Not sure of tomorrow morning s lesson plan Or maybe you feel it isn t tailored enough for your students needs What do you do For that and more help is here The Mathematics Lesson Planning Handbook Grades K 2 Your Blueprint for Building Cohesive Lessons guides teachers step by step through the decision making process of planning K 2 math lessons that are purposeful rigorous and coherent Instructional experts Beth McCord Kobett Ruth Harbin Miles and Lois A Williams streamline and deepen the lesson planning process showing teachers how to access students complex needs clarify learning intentions and select tasks that will best lead to student understanding of mathematical concepts and skills Along the way teachers create an individualized blueprint for planning K 2 math lessons for maximum student learning The lesson planning process guides teachers to Identify the mathematical content language and social learning intentions for a lesson or unit and connect goals to success criteria Determine the purpose of a math lesson you re planning by distinguishing between conceptual understanding procedural fluency and transfer Select worthwhile tasks and materials that make the best use of representations manipulatives and other instructional tools and resources Choose the format of your lesson using reasoning

and number routines games whole class discussion and pairs or small group work Anticipate student misconceptions and evaluate understanding using a variety of formative assessment techniques Decide how you'll launch your lesson facilitate questioning encourage productive struggle and close your lesson Included is a lesson planning template and examples from kindergarten first and second grade classrooms Chapter by chapter the decision making strategies empower teachers to plan math lessons strategically to teach with intention and confidence and to build an exceptional foundation in math for all students *How Chinese Acquire and Improve Mathematics Knowledge for Teaching* Yeping Li, Rongjin Huang, 2018-05-16

While the importance of knowledge for effective instruction has long been acknowledged and the concept and structure of mathematics knowledge for teaching are far from being new the process of such knowledge acquisition and improvement remains underexplored empirically and theoretically The difficulty can well associate with the fact that different education systems embody different values for what mathematics teachers need to learn and how they can be assisted to develop their knowledge To improve this situation with needed consideration about a system context and policies *How Chinese Acquire and Improve Mathematics Knowledge for Teaching* takes a unique approach to present new research that views knowledge acquisition and improvement as part of teachers' life long professional learning process in China The book includes such chapters that can help readers to make possible connections of teachers' mathematical knowledge for teaching in China with educational policies and program structures for mathematics teacher education in that system context *How Chinese Acquire and Improve Mathematics Knowledge for Teaching* brings invaluable inspirations and insights to mathematics educators and teacher educators who wish to help teachers improve their knowledge and to researchers who study this important topic beyond a static knowledge conception *Diagnostic Interviewing* Daniel L. Segal, Michel Hersen, 2009-12-15 This volume represents a clear jargon free overview of diagnostic categories with helpful hints regarding a psychiatric interview

Completely revised and updated detailing current innovations in theory and practice including recent changes in the DSM IV

Inquiry-Based Science in the Primary Classroom Garima Bansal, Umesh Ramnarain, 2023-06-20 The chapters in this book represent a cross section of research conducted in inquiry based science education at primary levels of schooling in international contexts that include school settings in Australia India Singapore South Africa Turkey Northern Ireland and the United States The book includes empirical studies on the role of inquiry based learning in advancing students' conceptual understanding and modelling proficiency students' understandings about the nature of scientific inquiry classroom studies on teachers' enactment of inquiry based learning teachers' facilitation of classroom discourse for inquiry based learning and co teaching in developing teachers in adopting an inquiry based pedagogy It was originally published as a special issue of the journal *Education* 3 13 **Resources in Education** , 2001 **Teacher Evaluation to Enhance Professional Practice**

Charlotte Danielson, Thomas L. McGreal, 2000-07-15 Teacher evaluation a term that brings fear anticipation stress anxiety or even boredom to the hearts of teachers and administrators everywhere How can we reinvent teacher evaluation so that it

really makes a difference so that everyone in school benefits from it so that teachers and administrators learn from it so that students succeed as a result of it The bad news is that many schools and districts seem to be stuck in old ruts involving The Observation The Behavior Checklist and The Conference The good news is that many districts have paved the way for teacher evaluation to actually become professional development by using a three track evaluation system Track I for beginning teachers promotes growth and new learning through mentoring frequent observations and support systems Track II for tenured teachers that is most teachers in the system promotes professional learning experiences through self assessment goal setting data collection formative evaluations study groups action plans and evaluation in which teachers play an active role Track III for tenured teachers needing assistance focuses on remediating difficulties and recommending further action More good news Through concrete examples useful forms and assessment tools this book provides a clear roadmap to effective teacher evaluation systems that combine quality assurance with professional development for all teachers Note This product listing is for the Adobe Acrobat PDF version of the book [Exploring Mathematical Modeling with Young Learners](#) Jennifer M. Suh,Megan H. Wickstrom,Lyn D. English,2021-06-01 This book conceptualizes the nature of mathematical modeling in the early grades from both teaching and learning perspectives Mathematical modeling provides a unique opportunity to engage elementary students in the creative process of mathematizing their world A diverse community of internationally known researchers and practitioners share studies that advance the field with respect to the following themes The Nature of Mathematical Modeling in the Early Grades Content Knowledge and Pedagogy for Mathematical Modeling Student Experiences as Modelers Teacher Education and Professional Development in Modeling Experts in the field provide commentaries that extend and connect ideas presented across chapters This book is an invaluable resource in illustrating what all young children can achieve with mathematical modeling and how we can support teachers and families in this important work **A Practical Guide to Teaching Research Methods in Education** Aimee LaPointe Terosky,Vicki L. Baker,Jeffrey C. Sun,2023-03-23 A Practical Guide to Teaching Research Methods in Education brings together more than 60 faculty experts The contributors share detailed lesson plans about selected research concepts or skills in education and related disciplines as well as discussions of the intellectual preparation needed to effectively teach the lesson Grounded in the wisdom of practice from exemplary and award winning faculty from diverse institution types career stages and demographic backgrounds this book draws on both the practical and cognitive elements of teaching educational and related research to students in higher education today The book is divided into eight sections covering the following key elements within education and related research problems and research questions literature reviews and theoretical frameworks research design quantitative methods qualitative methods mixed methods findings and discussions and special topics such as student identity development community and policy engaged research and research dissemination Within each section individual chapters specifically focus on skills and perspectives needed to navigate the complexities of educational research

The concluding chapter reflects on how teachers of research also need to be learners of research as faculty continuously strive for mastery identity and creativity in how they guide our next generation of knowledge producers through the research process Undergraduate and graduate professors of education and related research courses dissertation chairs committee members faculty development staff members and graduate students would all benefit from the lessons and expert commentary contained in this book

Proceedings of the International Conference on Sustainable Innovation on Humanities, Education, and Social Sciences (ICOSI-HESS 2022) Dyah Mutiarin,Achmad Nurmandi,Arie Kusuma Paksi,Zain Rafique,2023-02-10 This is an open access book This proceeding consists of research presented in ICOSI UMY on 20 21 July 2022 at Universitas Muhammadiyah Yogyakarta The conference covers the topic of governance international relations law education humanities and social sciences The COVID 19 pandemic first time that occurred in 2019 has brought many changes that constrain all countries to adapt quickly The crisis has shown vulnerabilities and gaps in several primary systems including healthcare social protection education value chains production networks financial markets and the ecosystem One of the efforts that each country can take to rise from the COVID 19 pandemic is through strengthening multilateralism international solidarity and global partnerships Hence this conference raises the central theme Strengthening Global Partnership for Resilience This theme covers sub themes that allow prospective scholars to submit their papers for Virtual Conferences presentation under the following scopes Social Sciences Humanities Educations and Religious Studies Presented papers will also get a chance to be published in our remarkable partner publishers Through the International Symposium on Social Humanities Education and Religious Studies ISSHERS and Asian Conference on Comparative Laws Asian COL we hope that participants will express their innovative and creative ideas to provide benefits and contribute knowledge to strengthen global partnerships among countries Finally all 75 papers published in this proceedings are expected not only as research output but can be developed further into prototypes or evidence for policy making

Folklife and Museums C. Kurt Dewhurst,Patricia Hall,Charlie Seemann,2016-12-15 This cutting edge new book is the replacement for Folklife and Museums Selected Readings which was published nearly thirty years ago in 1987 The editors of that volume Patricia Hall and Charlie Seemann are now joined by C Kurt Dewhurst as a third editor for this book which includes updates to the still relevant and classic essays and articles from the earlier text and features new pioneering pieces by some of today s most outstanding scholars and practitioners to provide a more current overview of the field and addressing contemporary issues Folklife and Museums Twenty First Century Perspectives is a brand new collection of cutting edge essays that combine theoretical insights practical applications topical case studies focusing on particular subject matter areas and specific cultural groups accompanied by up to date resources and suggested readings sections Each essay is preceded by an explanatory headnote contextualizing the essay and includes illustrative photographs

Micro-teach Masterclass: Preparing and delivering your micro-teach for the Award in Education and Training and for interviews in teaching Nabeel

Zaidi,2015-07-05 RESEARCH PLAN DELIVER AND EVALUATE YOUR MICRO TEACH LIKE A SEASONED PROFESSIONAL THIS TEXTBOOK WILL HELP YOU TO PASS YOUR MICRO TEACH FIRST TIME AND TO PREPARE YOUR MICRO TEACH FOR TEACHING RELATED JOB INTERVIEWS Micro teaching is an essential element of the Award in Education and Training AET forming part of the unit entitled Understanding and Using Inclusive Teaching and Learning Approaches in Education and Training The topic is often covered as a short chapter in most textbooks and stops short of providing a step by step practical guide or providing useful guidance for preparing for teaching related interviews where a micro teach session is virtually guaranteed as part of the interview and selection process An effective micro teach is well researched takes account of the audience s prior learning knowledge and experience wherever possible is meticulously planned effectively practiced and delivered with confidence It is then thoroughly evaluated and improvements and enhancements are carefully planned and executed before a future micro teach or a lesson is delivered This can be viewed as a form of continuous quality improvement This textbook is aligned to recent changes in the further education and skills sector and shows you how to use such changes to inform your micro teach research planning and delivery and in this respect be on par with if not ahead of other candidates at interview This textbook can be used by itself or as a complementary publication to the following textbooks by the same author Achieving your Award in Education and Training The Comprehensive Course Companion Or Achieving your Award in Education and Training The Comprehensive Course Companion Special Edition The principal benefits of this textbook to the reader are as follows It is written by an experienced practitioner with extensive experience of educational management delivery consultancy quality assurance and of recruiting appointing and mentoring lecturers in the public and private sectors It adopts a very practical and systematic approach to the topic reflecting current practice in the sector It is clearly written and easy to understand with lots of examples It fully addresses each of the related unit learning outcomes and assessment criteria in a systematic way It places the micro teach in the context of all three units of the AET course and shows the inter connections between certain assessment criteria which will provide you with a more holistic view of the course It is written for those undertaking a micro teach as part of their course and for those preparing for a lecturing teaching or training post It shows you how to take account of relevant parts of the documents listed below when researching planning and delivering your micro teach Professional Standards for Teachers and Trainers in Education and Training England Special educational needs and disability SEND code of practice 0 to 25 years Ofsted Common Inspection Framework and related inspectors handbook for inspections from September 2015 Full lesson planning is also considered in the textbook with the micro teach session embedded in the full lesson plan for the purposes of completeness This should prove to be particularly useful for teaching related job interviews This textbook is streamlined thereby allowing you to make more efficient use of your time to learn practice and develop your micro teaching skills **Effective Universal Instruction** Kimberly Gibbons,Sarah Brown,Bradley C. Niebling,2018-11-30 This accessible volume helps school leadership teams

accomplish the crucial yet often overlooked task of improving universal instruction Tier 1 within a multi tiered system of support MTSS Strong universal instruction reduces the numbers of PreK 12 students who may need additional services and supports Providing clear action steps and encouraging guidance the expert authors present a roadmap for evaluating the effectiveness of Tier 1 identifying barriers to successful implementation and making and sustaining instructional improvements In a large size format for easy photocopying the book includes 27 reproducible checklists worksheets and forms Purchasers get access to a Web page where they can download and print the reproducible materials This book is in The Guilford Practical Intervention in the Schools Series edited by Sandra M Chafouleas **Mathematics Teaching and Professional Learning in sub-Sahara Africa** Kakoma Luneta,2021-12-09 The book represents a crop of wide ranging research conducted by renown scholars in sub Sahara Africa revolving around mathematics teaching and professional development programs for mathematics teachers The research based proposals and actual how to conduct professional development initiatives that enhance effective mathematics instruction are rooted in teacher input and informed by learners errors and misconceptions The book provides a comprehensive snapshot on mathematics teaching learning and effective professional development programmes for mathematics teachers in sub Sahara Africa It is the only research output that advances and disseminates issues of mathematics education and research in the region with input from South Africa Kenya Rwanda Uganda Malawi Namibia Lesotho Ethiopia and Zimbabwe *Business Organisation and Management* ,1928
 Eyewitness Evidence ,2003 CD ROM contain a multimedia presentation with exercises and demonstrations

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