Candidate:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Interviewer:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| Question | Criteria |
| 1. Please summarize the key training and experience of your resume as they relate to this early childhood position. | -Understanding of child development  - Experience with young children  Early Childhood courses |
| 1. What is your philosophy on early learning?   -What kind of programming is important for children?  -Explain your understanding of emergent curriculum/ inquiry based learning? | Relationships are foundational  Belief that children are capable and competent  Developmentally appropriate for individual learners  Play based, flexible, development of whole child, differentiation  Following the child’s lead- scaffolding child’s interests, revisiting ideas, exploring and deepening understanding  Language used – explore, create, build, dream, wonder, curiosity, respect |
| 1. Please explain the importance of play in an early learning environment. | Exploration, without rules made up by adults, not adult directed  How children learn through intentional play  Social and emotional skills  Problem solving |
| 1. What is the role of the teacher within a play based environment and emergent learning? | Provide an open ended inviting environment including: provocations/invitationsopportunities for problem solving, risk taking, curiosity, Scaffolding learning  Responsive interactions: listening,commenting,  Questioning, supporting, studying documenting,  co-constructing  Intentional, planned |
| 1. How would you plan the schedule and environment for these young children? | Provide at least 45 min time for uninterrupted play  Focus on small group activities  Rich environment allows for choice, open-ended materials, daily outdoor experinces, music, art, dramatic play, restoration, relaxation, reflection spaces  Variety of play spaces–use of hands on materials vs worksheets, limited tables play spaces, outdoor spaces, Promoting development of independence – eg access to materials  Joy of learning |
| 1. What strategies would promote the development of literacy and numeracy skills? | - Oral language is the foundation for literacy/numeracy  Provide a language rich environment  Embedding literacy and numeracy within child’s authentic interests  Strategies: Engaging conversations, reading to/with children, small groups- facilitate conversations, access to a variety of paper and writing tools throughout the classroom, models of writing for a purpose, notes, reminders, lang experience stories, extending stories- (retell, play, dramatize) lots of manipulatives to explore  Emergent literacy skills include– conversation, vocabulary, story comprehension, print knowledge,phonological awareness, rhyming, book skills  Play is basis for literacy/numeracy as imaginary play is the start of symbolism |
| 1. What behavior intervention methods or strategies do you believe to be appropriate for children?   -Please tell us how you would deal with a child having a tantrum.  -What are your beliefs about the use of time-outs for young children? | * Behaviour is child’s method of communication * determine the reason or function of the behavior (eg;, attention, lack of skill, dysregulation) and respond appropriately to individuals needs eg * Redirect * Address sensory issues- “just right” state   Ensure:   * Universal supports for all children available * fidget tools * Seating options * Providing time and space for calming (cozy chair, egg chair, tent) * Time away for restoration vs time out – NO TIME OUTs- not punitive * Natural consequences vs punishment |
| 1. Explain your understanding of self-regulation and provide examples of strategies that might support this. | * Universal supports * Just right state for learning * Movement breaks * Sensory diet * Visual schedule * Modeling * Alternative seating options (ball, wiggle seat) * Opportunities for standing   Implementing strategies from other service providers |
| 1. Being able to communicate with parents is an important aspect of this position because it is an opportunity to inform/educate about the foundational beliefs that the program is built on. Provide examples of key messages and modes of communication. | * Power of Positive messages * Build relationships * Documentation/ visuals to make learning visible * Authentic assessment eg observations of outcomes and how students demonstrate success without formal checklists, tests * Open door policy * Get to know families and their culture * Share key messages from school or district |
| 1. What might you consider when you are having a conversation with a parent about their child?   -What if the parent is upset and defensive?  -What if we suspect a developmental delay? | * Listen, seek to understand * Positive affirmations * Paraphrase to make sure you understand * Questions for clarification * Parent speaks first, parent knows child best * Parent goal for their child- find common ground – both parties supporting child   Suspected delay – use strength based model-“let’s rule out…” |
| 1. This position also requires you to build an early learning team approach with paraprofessionals. Please explain your role in developing a team.   -How would you address issues of concern with a team member? | Develop shared vision, common understanding and language  Frequent communication   * Recognize strengths and contributions of each team member * Collaborative team is fluid, everyone is giving and taking * Share responsibility for the students   Teach and use the healthy interactions process, seek to understand, talk to person individually |
| 1. What do you consider your teaching strengths to be? | * See Characteristics of an Early Learning Teacher * Ability to honour, appreciate and respect children and families   Collaborative, child centred, flexible |
| 1. Describe your most recent professional learning experience (eg. Blog, web, PD activity? | Commitment to lifefong learning |
| 1. Elaborate on any professional councils, organizations or Professional Learning Networks you currently belong to? |  |
| 1. Other than in the classroom, how else will you contribute to the school? |  |

Any questions for us?