| **Rubric for Non-Academic Selection Requirements Interview** | | | |
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| **Criteria** | **Very clearly demonstrated** | **Satisfactory - Has provided enough to show promise** | **No or very little evidence** |
| **Motivation to Teach**  *What has led you to applying for this course*? | Provides a response that includes all three   1. Expressed desire to make a difference 2. Experiences of helping/tutoring teaching that were satisfying and 3. has received feedback from others that they have potential and gifts in this area | Provides evidence of at least one of these points | Only refers to pragmatic personal ideas of pay, hours or conditions |
| **Strong Interpersonal /Communication skills**  *Tell me about events/organisations that you have been part of and the roles you played* | 1. Provides evidence of having roles that involve high level of participation and engagement with others and good communications skills  2. The nonverbal and verbal interactions during the interview are engaging, appropriate and flowed easily | Roles provided only had limited need for these skills  Reasonable response during the interview | The verbal and nonverbal responses to the interview lacked appropriateness/ clarity or confidence  No roles or task were presented |
| **Willingness to Learn**  *Tell me about what you did when faced with a task you had to complete but lacked the skills or information*  *Tell me about something you have been really keen to learn and what you did about it* | 1. Provides good evidence of seeking appropriate help, being resourceful and persistent in pursuing the task  2. In the interview was willing to ask good questions about the course unprompted | The response shows some openness to new ideas  Asked at least two questions unprompted | Response indicates did not know what to do, left the task  Has not set own learning goals and pursued them |
| **Resilience**  *We all get knock backs. things not working out. Tell me about your experience of this and how you responded* | Provides evidence of persistence in the face of several difficulties such as repeating a failed subject | Provides evidence of persistence in the face of one difficulty | Could not recall or provide a case |
| **Self-efficacy**  *How do people become good teachers?* | Mostly attributes strengths and problems to things that can be changed with support rather than genetic / fixed attributes | Attributes some strengths and problems to things that can be changed with support rather than genetic / fixed attributes | Only attributes strengths and problems to natural talent /ability |
| **Conscientiousness**  *Undertaking a tertiary study has high demands. Tell me about what you consider will be important?* | Includes in the response –  The importance of attendance, being on time, having a regular set times to work on task and reading notices, instructions carefully, checking written work | Gives some indication of the importance of attending to details | Fails to mention attention to  attendance, being on time, having a regular set times to work on task and reading notices, instructions carefully, checking written work etc. |
| **Organisational and planning skills**  *In completing your previous study/work tell me about how you went about planning and organising your work* | Provides evidence of successfully completing roles held in organisation or planning events that would not be possible without these skills eg. Organise a camp for 5 children with disability | Reports a degree of daily /weekly and yearly planning in response to previous study/work | No evidence provided |

Prospective students must have resilience, self-efficacy and motivation at a satisfactory or above level, at least two of the other factors must be satisfactory or above.