



## ***Oak and Orca Bioregional School***

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### **Interview Questions**

Candidates are expected to come fully prepared, with a good understanding of the teaching philosophy of the school. It is highly recommended that you fully research all links on our website [oakandorca.ca](http://oakandorca.ca) and that you come for a tour of the school to prepare for this interview.

The following interview questions will be used for the formal interview portion of the application process. Please note that this is a 45 minute interview. Please be aware that there may be additional, more informal questions related to the specific position applied for.

1) What does bioregionalism mean to you? How do you embody this in your lifestyle and educational practice? If you were to work here, what would a commitment to promoting community and modeling bioregionalism look like for you?

2) What is your own teaching/learning philosophy? How do you see it fitting with what you know of the Oak and Orca philosophy? What challenges do you see for yourself with respect to philosophy if you were to work here?

3) Given the complex nature of this work environment<sup>1</sup> and the responsibility of each educator to work collaboratively to meet the needs of the children, parents and other staff, what challenges do you see for yourself working here? What strategies would you use to make sure your own needs and responsibilities are met?

4) What is your understanding of an open classroom? What goals would you have in an open classroom? What concerns? How would you set up an open classroom for children who have difficulty enjoying writing?

5) What was one of the biggest "mistakes" you have made? What did you learn from this experience?

6) What are your preferred methods of discipline with children?

7) What are your goals as an educator? How does Oak and Orca school fit into your own goals?

9) Do you have any questions about the job or school?

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<sup>1</sup> This is a complex work environment that can sometimes be difficult and stressful. Things to be aware of include: each educator must make a commitment to use alternative approaches to teaching and learning in order to best meet the needs of every student; being in a converted house means we are sometimes short of space, and thus teachers may at times have little personal space, and reduced storage space; as we strive to be a cooperative and cohesive teaching team, teachers do not have complete autonomy in their classrooms, nor 100% access to them at all times (they are shared between staff and students); as we are a non-profit and must be diligent with our money allocation, we have decided to use older technology that while it can be slower and can need repair, is still very capable of meeting our software needs; finally, because we strive to ensure our environmental and educational philosophies underlie all our decisions, educators and staff collaborate on all decisions & consensus must be reached before we can move forward - while we feel that this sort of decision making is essential to school cohesion, we understand that it may at times feel time-consuming and frustrating.