



Preparing For The Graduation Transitions (GT) Interview

During the GT interviews, students will demonstrate their personal growth and achievements as they relate to the Attributes of a BC Graduate. Interviews will be held April 10-12th, 2019 (specific date and time available Apr 1).

The interview will be an opportunity for you to demonstrate that you have taken some time to reflect on your plans after high school, how your schooling has helped prepare you for this next step, what you have learned about the world of work, as well what you have learned about yourself through your volunteer or work experience(s).

In a nutshell, the GT Interview is an opportunity to be interviewed for a maximum of ten minutes by an adult in the school. The focus of this interview is on your ability to

- convey your thoughts in an interview situation
- share some of what you have accomplished
- describe what you will be doing in the future
- explain how what you have done both inside and outside of school has helped in this preparation

You will be assigned to a staff member in the school and given a scheduled time. Successfully completing the interview is required for the completion of the Graduation Transition 4 credit course (which is required for Graduation). With some preparation, you will be fine. The more you put into this, the more you will get out of this experience. We think the process is very valuable and worthy of the time you put into the preparation.

Interview Guidelines: Requirements and What is Expected

Requirements	What the Interviewer is Looking For
Student demonstrates communication, organizational and presentation skills	The presentation is organized and shows evidence of preparation and planning. The student has clearly articulated his/her thoughts and ideas.
Student demonstrates future planning.	The student is able to effectively convey his/her short and/or long-term goals. The student is able to describe some of the skills and attributes he/she has developed throughout grades 10-12.
Student demonstrates meaningful reflection on learning experiences.	The student is able to share significant accomplishments and learning experiences The student is able to relate learning experiences and their impact they have made in his/her life.

Possible Interview Questions:

The interviewer will select a minimum of two questions within each category.

Personal/Life Plans

- Tell me a little bit about yourself.
- How do you spend your spare time? What are your hobbies?
- In what school activities have you participated? Why? Which do you enjoy most?
- What are your short/long-term personal goals? (e.g. travel, relationships, hobbies?)
- What skills have you acquired over the past three years that you believe will help to support you with your future plans?

Education Plans

- What are your plans for furthering your education? Why have you chosen to study this area? How did you become interested in this area?
- What are your short/long-term education goals?
- What courses do you like the least...best? Why?
- How can the skills you acquired through high school apply to your future plans?

Career Plans

- Where have you worked or volunteered during high school?
- What career area(s) are you interested in pursuing?
- What are your short/long-term career goals?

Accomplishments

- What accomplishment has given you the most satisfaction? Why?
- Describe your most rewarding educational experience.
- What major challenges have you encountered in high school? How did you deal with them? How will this learning help you in the future?
- Describe the significance of your community service work/paid work to you and to the community.

Evidence Material: Things You May Wish To Bring

You may wish to bring “evidence” or “props” to use in your interview. Though not required, bringing some evidence is usually a good way in which to share more about who you are and what you have accomplished. It also serves as a focal point if you wish to move the focus onto “things” rather than directly upon you.

Below are some things you may wish to bring:

- Meaningful assignments
- Report cards
- Projects (or a photo of it if it's too large)
- Photos of activities you participate in
- Letters
- Pay stubs (black out your Social Insurance Number)
- Certificates
- Reference letters
- Applications
- Acceptance letters
- Sports, music etc. medals or awards
- Photos of you doing your favourite hobby
- Samples of your hobby (photo?)
- Favourite assignments, essays, tests etc.
- Resume
- Evidence of career research
- Material of interest collected from career fairs

ATTRIBUTES OF A BC GRADUATE

You DO NOT need to ADDRESS EVERY POINT BELOW. This page is only meant to give you more ideas to contribute to your thinking regarding your interview. Any material you have already included in your planning will likely fit under one or more of the bulleted points. Simply use the points below to assist you in possibly thinking of new things to add to your GT plan.

The Ministry of Education expects that upon graduation, students will have been able to be exposed to and/or acquire the following attributes:

Intellectual Development: Have you included material that demonstrates that you:

- are competent in reading, writing, mathematics, social studies and science, and have skills in problem-solving and decision-making
- can use and understand information technologies
- can communicate effectively with a range of audiences; (which includes the ability to access, synthesize and present information)
- have some knowledge of both a first and second language
- have an understanding of and some appreciation for artistic and aesthetic expression
- are able to think critically and solve problems, using information to develop opinions and make sound judgments and decisions
- believe in the importance of a lifelong commitment to continuous learning

Social Development: Have you included material that demonstrates that you:

- are a socially responsible citizens who acts in caring and principled ways, respecting the diversity of all people and the rights of others who hold different ideas and beliefs
- know and understand that we need to participate in democracy as Canadian and global citizens, acting in accordance with the laws, rights and responsibilities of a democracy
- have developed the attitudes, knowledge and positive habits needed to be a healthy individual, responsible for your physical and emotional well-being
- have the attitudes and competencies needed to be a community contributor who takes the initiative to improve your own quality of life and that of others'

Career Development: Have you included material that demonstrates that you:

- are a self-directed individual who displays initiative, sets priorities, establishes goals, and takes responsibility for pursuing those goals in an ever-changing society
- know and understand the range of career choices available to you, the prospects for success in those careers, and the actions required to pursue specific career paths
- are planning for, and working towards, career and life goals
- have skills required to work effectively and safely with others, and to succeed both as an individual and collaborative (team) worker

Interview – Presentation Preparation for Students

Use the information and questions on this sheet to assist you in preparing for your Grad Transitions interview/presentation:

Presentation Requirements:	Guiding Questions to Aid in Presentation Preparation:	Student Preparation Notes:
<p><i>Student demonstrates communication, organizational and presentation skills:</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Have I selected material that is truly relevant to me and that demonstrates who I am and where I am headed after high school? <input type="checkbox"/> Have I chosen material that I am comfortable sharing and am able to clearly describe? <input type="checkbox"/> Am I prepared and organized for my presentation; do I know exactly what I plan to present and in what order? 	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p><i>Student demonstrates responsibility and planning throughout the Grade 10-12 Transition Plan process:</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Am I able to explain the importance of healthy living and how I apply it to my own daily life? <input type="checkbox"/> Have I determined the skills I acquired through any work/volunteer experiences I have had throughout grades 10-12? 	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p><i>Student demonstrates meaningful reflection on material presented:</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Am I able to clearly define my short- and long-term goals in various areas of my life? <input type="checkbox"/> Have I determined my own strengths, interests and attributes? <input type="checkbox"/> What do I want my interviewer to learn about me by presenting my material? <input type="checkbox"/> What connections have I made between my experiences throughout grades 10-12 and my future plans? 	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>