

PROSPECTIVE CATECHIST INTERVIEW

1. Why do you want to become a catechist?

Watch out for real doubts, reluctance and/or uncertainty. Also watch out for "For myself" with exclusion of others' growth.

2. A student tells his catechist that he forgot to bring his paper which he had written at home the night before. The catechist says, "I understand. I sometimes forget things like that too." How would you evaluate the way this catechist responded?

Watch out for "Teacher's weak" or "Lets the kids get away with murder," or "Kid is lying to teacher." This question seeks to measure empathy. Ideal would be agreement with catechist.

3. After class you come across a student that you know. The student is crying. The student is 16 years old. You ask him/her what is the matter, and he/she says that he/she was caught cheating. What would you do?

Watch out for a lecture about cheating. This is another empathy question. Being present to the student and being concerned about the student's feelings is ideal here.

4. Would you please describe an outstanding catechist.

Watch out for knowledgeable, disciplined, organized, etc. Without rapport building qualities such as warmth, caring, liking students, etc. This question seeks to measure one's rapport level.

5. A student tells you that she does not think that true/false exams are fair for her and she always gets mixed up with them. The student says that she knows the answers and thinks that you should either give her an oral exam or an essay exam. How would you respond to this student?

Watch out for "If I do it for one, I have to do it fore all" or "That's life" or "She needs to learn to develop that skill." This question seeks to determine if the catechist will spontaneously make an effort to help individual students.

6. A student comes to you and tells you his/her parents do not understand him/her. What would you do?

Watch out for "I'd tell him that..." or "He should listen to the parents" or "All kids have that problem." This question seeks to measure one's listening skills. Ideally, the catechist would listen and enable the students to share his/her feelings.

7. What about catechesis is (or would be) most rewarding to you?

Watch out for "I'm in control" or "I enlighten them" or "I enjoy running the class." Ideally, the catechist would say something like "Watching (or helping) kids discover, share, grow."

8. On a scale of 1-10 (with 10 being the highest), how would you rate your knowledge of the faith?

Watch out for a "9" or "10". They know it all? Also a "1" or "2". They don't know enough.

9. Is it sometimes justifiable to force students to learn?

Watch out for "You have to force them to learn." "Kids these days won't learn unless you force them" or other negative generalizations about kids. This question seeks to determine if the catechist believes in the goodness of kids and that the catechist should try to activate learning.

10. As a teacher, should you intentionally try to build rapport with students?

Watch out for "not really." "They are there to learn." "I'm not supposed to be their friend, I'm there to teach." "They should build rapport with me."

11. You give an assignment. A student ridicules the assignment saying it doesn't make sense. What would you do?

Watch out for "Tell him to do it anyway." or "Don't pay any attention -- what does he/she know?" This question seeks to measure the catechist's level of objectivity. Ideal would be "Tell me more" or "Check to see if the student was in fact correct."

12. To what extent should you have an outline for your class lesson?

Watch out for "Not at all, just discuss" or "Let the Spirit move me when I teach" or "You have to follow the outline (or book) exactly" or "Don't let the kids get you off track with their questions." This question measures a catechist's proper understanding or organization and flexibility.

13. In your teaching how would you try to aid students in developing their faith?

Watch out for "Read" or "Memorize" or "Nothing" or "You can't help them" or "They have to do it themselves" or "It's between them and God." This question tries to measure the catechist's desire to stimulate students.

14. Imagine that you have only two classes to teach a group of children who have no religious information at all. You have only 90 minutes. On what would you concentrate?

This answer will indicate some of the catechist's imagination.