

Vision Impairment Teacher interview questions

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What to expect

Interviews for vision impairment teacher roles usually combine a panel conversation with a practical task or case study. The panel often includes a principal or head of inclusive education, a specialist teacher, and sometimes a parent or student representative. They want to see how you assess need, adapt materials, and work with others, not just your qualifications.

- **Process and planning:** Questions about how you assess a new student, plan a program, or manage an itinerant caseload.
- **Behavioural:** Questions asking for a specific example from your past, such as a time you collaborated with a classroom teacher or solved an access problem.
- **Scenario or judgement:** Situations where a student's needs change, a teacher resists adjustments, or technology fails during an assessment.
- **Technical knowledge:** Questions about Braille codes, assistive technology, accessible format production, or the expanded core curriculum.
- **Collaboration and communication:** How you work with families, allied health, and school teams, including handling disagreement or sensitive information.

A typical interview starts with introductions and a broad question about your background. Then the panel moves through technical and scenario questions, often using a real or hypothetical student profile. Some schools include a short practical task, such as reviewing a classroom worksheet and describing how you would adapt it for a student with low vision. The interview usually ends with your questions and a chance to discuss logistics, like travel between schools.

1. Walk me through how you would assess a new student who has just been referred to you with low vision.

Why they ask

This tests your assessment process, from gathering information to planning adjustments.

How to structure your answer

Walk-through structure: explain the steps in order, from referral and background information to functional vision assessment, observation in class, and writing up recommendations. Mention who you involve and how you record findings.

Example answer

"First I would review any reports from ophthalmology, optometry or allied health, and speak with the family to understand the student's history and what they find difficult. Next I would do a functional vision assessment in the classroom and other school environments, looking at how the student uses their vision for reading, writing, moving around and accessing the board. I would also observe them in a few lessons and talk to their teachers about what they have noticed. After that I would summarise the findings in a learning plan, with specific adjustments like preferential seating, enlarged materials, or a screen reader. I would meet with the teacher and family to agree on the plan, and set a date to review it."

2. Tell me about a time you had to adapt a curriculum resource for a student who is blind or has low vision. What did you do and what was the outcome?

Why they ask

This shows your practical skills in accessible format production and your ability to work with deadlines.

How to structure your answer

STAR: describe the situation, the task, the action you took, and the result. Focus on the steps you took and the difference it made.

Example answer

"In a previous school, a Year 9 student who is blind was studying a novel that the class was reading. The teacher had given out a printed study guide with images and tables. The situation was that the student needed the same information in braille and accessible digital format before the next lesson. My task was to adapt the guide quickly without losing the visual information. I used Duxbury Braille Translator to produce a braille copy and created a digital version with descriptions of the images and properly tagged tables for screen reader use. I delivered both the next morning. The student was able to join the class discussion that day, and the teacher later asked me to train her in making accessible documents herself."

3. A classroom teacher tells you they do not have time to make adjustments for a student with low vision. How would you handle this?

Why they ask

This tests your interpersonal skills, problem solving, and ability to advocate without alienating colleagues.

How to structure your answer

Judgement under pressure: acknowledge the teacher's concerns, find a practical way forward, focus on the student's rights, and show how you would follow up.

Example answer

"I would start by listening to the teacher and acknowledging that their workload is real. Then I would ask what feels most time-consuming, and offer to take on some of the adaptation myself, at least initially. I might suggest small, high-impact changes, like providing a digital copy of the worksheet that the student can enlarge on their device, or seating the student where they can see the board more easily. I would explain that adjustments are a shared responsibility and that I am there to support, not to add to their load. I would also check in after a week to see how it is going and adjust the plan if needed. If the resistance continued, I would raise it with the head of inclusive education in a collaborative way."

4. What assistive technologies do you use most often with students who have low vision, and how do you decide which one to introduce?

Why they ask

This tests your tool knowledge and your ability to match technology to a student's needs and age.

How to structure your answer

Technical explanation: describe the tools, then explain your decision-making process based on assessment, student preference, and classroom context.

Example answer

"It depends on the student. For a primary student with some usable vision, I might start with built-in accessibility features like magnifier and high-contrast settings, and a simple screen reader like NVDA if they are ready. For secondary students who need to access a lot of text, I often introduce JAWS or a BrailleNote Touch if braille is their primary literacy medium. I decide by looking at their functional vision assessment, their reading speed and stamina, and what devices the school already uses. I also ask the student what feels comfortable. I introduce one tool at a time, teach it explicitly, and check that it actually helps them in class before adding another."

5. How do you work with families and allied health professionals to support a student's vision needs?

Why they ask

This shows your stakeholder management and your understanding of a team approach.

How to structure your answer

Process and communication: describe how you gather information, share strategies, and keep everyone informed, with an example if possible.

Example answer

"I see families as the experts on their child, so I start by asking about their priorities and any strategies that already work at home. I share my assessment findings in plain language and agree on goals together. With allied health, such as occupational therapists or orientation and mobility instructors, I join case meetings and make sure the school program aligns with their recommendations. I use a shared document or communication book so everyone can see what adjustments are in place and what progress is being made. If there is a disagreement, I focus on the student's needs and look for a solution that everyone can support."

6. How do you manage your time when you are supporting students across several schools?

Why they ask

This tests your organisational skills for itinerant work, which is common in this role.

How to structure your answer

Walk-through of your system: planning, prioritisation, communication, and flexibility.

Example answer

"I start each term by mapping out my caseload and the key dates for each student, like IEP reviews or transitions. I block regular visiting days for each school and try to keep them consistent so teachers know when I will be there. I use a shared calendar and a simple priority list, with urgent needs like a new student referral or an upcoming assessment at the top. I also build in some flexibility for unexpected issues, such as a technology failure or a last-minute meeting. At the end of each week I review what I achieved and adjust the next week's plan. I keep notes in a central system so I can pick up where I left off and share information with the team."