

Teach Well: Interview Micro-Teach

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1.0 Summary

All recruitment and selection processes where the job description includes an element of teaching, in any form, require a micro-teach. This session should be planned and built into the process in line with this guidance. Micro-teaches are not presentations.

This guide outlines the purpose, structure, assessment criteria and expectations associated with the micro-teach element of the selection process, supporting panels to make fair, consistent and evidence-informed judgements.

If you require further advice or support in planning or implementing the micro-teach component of your recruitment process, please email CADI: cadi@port.ac.uk

2.0 What does it mean to Teach Well?

At the University of Portsmouth, teaching well is grounded in a shared commitment to creating meaningful, inclusive and engaging learning experiences for every student. Our vision is shaped by the principles of **Teach Well, Consistently Well**, to ensure that teaching is purposeful, evidence-informed and responsive to the diverse needs of our learners.

Teaching well means designing and facilitating learning that is:

- **Inclusive and learner-centred** - We create learning environments where all students feel respected, supported and able to participate fully.
- **Actively engaging** – Teaching well promotes active blended learning that encourages students to collaborate, question and apply their understanding.
- **Evidence-informed** - Teaching well means using research, scholarship and reflective practice to guide decisions and continually refine your approach.
- **Well-designed and aligned** - Effective learning design ensures clear outcomes, purposeful activities and assessments that connect meaningfully through constructive alignment.
- **Collaborative and connected** - Teaching well values collaboration, drawing on shared expertise and peer learning to enhance practice across the University.

3.0 The Micro-Teach

The micro-teach is both an assessment activity and a professional interaction. It is a practical opportunity for candidates to demonstrate their teaching practice in action. Candidates will design and facilitate a session, demonstrating their understanding of what it means to Teach Well, Consistently Well, in an authentic teaching context. **A micro-teach is not a presentation.** It is intended to give candidates an opportunity to demonstrate how well they can teach in a near-authentic setting. No two micro-teach sessions will look the same. The duration of the micro-teach should be determined by the recruiting panel in advance and communicated to the shortlisted candidates, alongside the other documentation that they will receive from HR. A duration of 20 or 30 minutes is advised.

The micro-teach should include clear learning outcomes, purposeful and aligned activities, and an approach to checking learning. Candidates will be assessed on the effectiveness of their planning and learning design, their facilitation skills, the quality of learner engagement and the creativity of their approach.

The role of participants is to ensure the process is fair, consistent, and conducted in a manner that enables candidates to perform at their best. Micro-teach participants may include members of the interview panel, at least one colleague with relevant subject expertise, a member of the CADI Academic Innovation team, academic staff from the School or Faculty. Student participation is also encouraged. Panel composition should remain consistent across all candidates wherever possible to ensure comparability of judgement. Each micro-teach is facilitated by a Chair who will introduce the candidate and oversee the running and timing of the micro-teach.

Participants should maintain a professional and neutral demeanour throughout, avoid unnecessary interruption, and allow the candidate to manage the session independently unless clarification or intervention is required for a safeguarding concern or significant disruption. It is good practice to ensure that there is a suitably sized audience to enable a session with appropriate opportunities for meaningful interaction. A typical micro-teach would have a minimum of five participants in the room. The recommendation is to have an audience of around 10 participants.

The rubric below outlines how the micro-teach should be assessed and clarifies expectations. It is designed to support objective, evidence-informed judgements. Use of the rubric promotes fairness, transparency and consistency across candidates, and supports robust moderation following each micro-teach. All criteria carry equal weighting and should be considered collectively when determining an overall mark.

Using the rubric, participants should note their structured, evidence-based reflections on the session including what went well and what could be improved. The feedback should be specific and linked to observable practice. It should focus on teaching behaviours and learner impact. Participants' feedback should be shared with the interview panel for their consideration. This feedback can also be shared with candidates upon request. It is important to remember that candidates do have the right to ask to see all related notes arising from the interview process, so participants are asked to bear this in mind when completing the feedback. All feedback should be collated for each candidate. In the interview, candidates should be given the opportunity to reflect on the micro teach and articulate what teaching well means to them.

Candidates must have access to the rubric in advance of the micro-teach to ensure transparency and fairness.

	NOT TEACHING WELL YET (1)	STILL DEVELOPING TEACHING PRACTICE (2)	TEACHING WELL (3)
<p>Constructively aligned: The session is structured around clear, achievable learning outcomes that provide a defined focus. Activities are purposeful, realistically paced, and aligned to these outcomes. Evaluation demonstrates whether the intended learning has been achieved and confirms coherence between outcomes and practice.</p>	<p>Inadequate learning outcomes, and inadequate time management of activities.</p> <p>Little or no alignment of the learning activities with the learning outcomes.</p> <p>Little or no evidence of any attempt to evaluate the effectiveness of teaching. Intended learning outcomes not met.</p>	<p>Good learning outcomes, and good time management of activities.</p> <p>Good alignment of the learning activities with the learning outcomes</p> <p>Good methods were used to evaluate the effectiveness of teaching. Learning outcomes fully met.</p>	<p>Excellent learning outcomes, and excellent time management of activities.</p> <p>Excellent alignment of the learning activities with the learning outcomes.</p> <p>Excellent effective and creative methods were used to evaluate the effectiveness of teaching. Learning outcomes fully met.</p>
<p>Innovative practice: The session demonstrates creative and forward-thinking approaches, including the effective use of technologies and collaborative activities that enhance participant engagement. Supporting resources are purposeful and well-integrated, reinforcing the learning outcomes and strengthening the overall learning experience.</p>	<p>Little or no creative approaches, technologies nor activities that promote collaboration.</p> <p>Little or no supporting resources used.</p>	<p>Some effective creative approaches, technologies or activities that promote collaboration.</p> <p>Some effective supporting resources were used.</p>	<p>Excellent creative approaches, technologies or activities that promote collaboration.</p> <p>Excellent supporting resources were creatively and effectively used.</p>
<p>Audience interaction and engagement: Opportunities for audience participation and interaction central to the session. The presenter establishes a good rapport with the audience, engaging them throughout the session being aware of audience needs and responses.</p>	<p>Little or no opportunity for participation and interaction and there was no rapport and little or no effort made to engage the audience.</p> <p>“Stands up to deliver content”.</p>	<p>Good opportunity for participation and interaction with good rapport and demonstrating consistent engagement.</p>	<p>Excellent opportunity for participation and interaction with excellent rapport and demonstrating consistency and creativity with audience engagement.</p>

Micro-teach participant feedback form

Name of Candidate			
Name of Reviewer			
Criteria	NOT TEACHING WELL YET (1)	STILL DEVELOPING TEACHING PRACTICE (2)	TEACHING WELL (3)
<p>Constructively aligned: The session is structured around clear, achievable learning outcomes that provide a defined focus. Activities are purposeful, realistically paced, and aligned to these outcomes. Evaluation demonstrates whether the intended learning has been achieved and confirms coherence between outcomes and practice.</p>			
<p>Innovative practice: The session demonstrates creative and forward-thinking approaches, including the effective use of technologies and collaborative activities that enhance participant engagement. Supporting resources are purposeful and well-integrated, reinforcing the learning outcomes and strengthening the overall learning experience.</p>			
<p>Audience interaction and engagement: Opportunities for audience participation and interaction central to the session. The presenter establishes a good rapport with the audience, engaging them throughout the session being aware of audience needs and responses.</p>			
Any additional comments			

4.0 Common Questions

4.1 What should the micro-teach cover?

The focus of the micro-teach is at the discretion of colleagues leading the recruitment process. Candidates can be given the option to facilitate the session based on a topic of their own choice – aligning to the relevant discipline area – or invited to choose from a short list of selected topics. Each approach offers distinct advantages. Setting a standard topic for all candidates can support a more consistent basis for comparison, enabling panels to assess teaching approaches against a shared baseline. Conversely, allowing candidates to choose a topic relevant to their own discipline provides an opportunity to demonstrate how they teach within their professional context. If candidates cannot teach well, they should not be appointed.

4.2 Can candidates use Artificial Intelligence (AI) tools?

Candidates may use AI as a supportive tool during preparation, particularly in the early stages of planning and reflection. When used appropriately, AI can function as a ‘critical friend’, helping candidates clarify their thinking, identify themes, organise ideas, and prompt deeper reflection on their teaching approach.

However, AI should not be used to generate the micro-teach content or script the session itself. The purpose of the micro-teach is to assess candidates’ own professional identity, teaching presence, subject expertise, learning design, and facilitation skills. Panel members are evaluating live, enacted practice rather than polished written material.

The expectation is that AI, if used, supports sense-making and planning, but the teaching session presented must authentically reflect candidates’ own thinking, pedagogical understanding, and professional judgement.

4.3 Can candidates bring teaching materials or teaching aids?

Candidates may bring relevant teaching materials, including slides, handouts, or digital resources, where these support the intended learning outcomes. Materials should enhance, rather than replace, effective facilitation and interaction, and participants should assess how appropriately and purposefully they are used. Candidates should be informed as to the resources and technology that will be available on the day and clearly advised of any technical aspects – for example connecting laptops to a data projector or accessing the wi-fi if they wish to use Mentimeter, Vevox or equivalent.

4.4 Can participants ask questions during the micro-teach?

A key aspect of the micro-teach is the candidate’s ability to engage those in the room through planned interaction. Participants are therefore encouraged to take part fully in any activities, discussions, or questioning that the candidate builds into the session, following their lead in the same way that students would in a taught class. While participants may contribute where this forms part of the teaching approach, the micro-teach should not be interrupted by ad-hoc or assessment-related questions from participants. Any points of clarification, or questions intended to probe the candidate’s decisions or approach, should be reserved for the formal interview discussion that follows the session. In essence, engagement during the micro-teach should support the flow of the teaching activity itself, rather than divert from it.

4.5 What if the micro-teach runs over time?

The allocated time should be applied consistently across all candidates. If a session exceeds the agreed duration, the Chair should intervene professionally to bring it to a close. Time management forms part of effective teaching practice and should be considered within the overall assessment.

4.6 Must candidates pass the micro-teach to get through to the interview?

Yes.

4.7 What is a realistic number of candidates to put through this approach?

It is important to allow sufficient time around the session itself for candidates to settle in, set up any materials, deliver their activity, conclude the session, and for the room to reset between candidates. In addition, participants require time immediately afterwards to note observations that may inform the subsequent interview discussion with the panel.

In practice, experience suggests that a minimum of 45 minutes should be allocated per candidate overall to ensure that the process runs smoothly and does not place unnecessary pressure on either the candidate or invited audience members. This has a direct bearing on how many candidates can realistically be accommodated within a single day. It is recommended that no more than two micro-teach sessions are scheduled consecutively without a short break, to allow participants time to reflect and reset before engaging in the next session.

As a guide, it is unlikely to be practical to include more than five candidates in a single day using this approach, allowing time for subsequent interviews. This places greater emphasis on the robustness of the initial shortlisting process to ensure that those invited to micro-teach can be given appropriate time and consideration.