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[Insert Organisation's Letterhead / Header]

Interview Guide – Diabetes Educator

Position: Diabetes Educator

Organisation: [Insert ACCHS Name]

Panel Chair: [Name]

Panel Members: [Names]

Date: [Insert date]

Applicant: [Name]

1. Introduction (for the Interview Panel to read aloud)

Thank you for coming in today. Before we start, we would like to acknowledge the Traditional Custodians of the land on which we meet and pay our respects to Elders past and present.

This interview is for the position of Diabetes Educator with [ACCHS Name]. We're looking to understand more about your professional experience, your approach to providing culturally safe diabetes education, and how you will support our community in preventing and managing diabetes through holistic, accessible care.

We'll ask you questions about your clinical experience, communication style, teamwork, cultural awareness, and how you work within Aboriginal and Torres Strait Islander community-controlled settings. Please take your time when responding, we may take notes during your answers.

Do you have any questions before we start?

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2. Interview Panel Instructions

- Ensure at least one Aboriginal panel member is present.
- Use yarning-style, conversational questioning where appropriate.
- Avoid interrupting or rushing responses — allow silence and reflection.
- Focus on strength-based assessment (what they bring, not just what's missing).
- Note examples and assess responses using the rating scale.

3. Rating Scale (Example)

Score	Description
5 – Excellent	Exceeds expectations, provides strong, relevant examples.
4 – Very Good	Meets expectations, gives clear and thoughtful responses.
3 – Satisfactory	Adequate response, limited examples but some understanding.
2 – Limited	Superficial or incomplete understanding.
1 – Unsatisfactory	No relevant experience or understanding shown.

4. Core Interview Questions

1. Can you tell us about your understanding of Aboriginal community health and any experience you have working with Aboriginal and Torres Strait Islander clients?
    - Prompt: How do you ensure your diabetes education practice is culturally safe?
    - Indicators: Respectful; culturally aware; patient-centred; understands community needs; strengths-based approach.

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| 1 | 2 | 3 | 4 | 5 |

2. What does "cultural safety" mean to you in a clinical or education setting?
    - *Prompt:* Can you give an example of how you've made a health or education environment more welcoming or culturally safe?
    - Indicators: Understands respect, inclusion, trust; culturally appropriate communication; awareness of family, cultural, and community dynamics; protects privacy and dignity.

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| 1 | 2 | 3 | 4 | 5 |

3. What does "Aboriginal Community Controlled Health" mean to you?
    - *Prompt:* Why is community control important in Aboriginal health?
    - Indicator: Mentions self-determination and community leadership; understands holistic health (physical, social, emotional, spiritual); recognises the role of community voice and Aboriginal governance.

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| 1 | 2 | 3 | 4 | 5 |

4. Tell us about your experience as a Diabetes Educator, particularly in chronic disease management and prevention.
    - *Prompt:* Have you worked in regional, rural, or community-based settings before?
    - Indicators: Demonstrates diabetes education expertise; experience with complex or chronic conditions; multidisciplinary teamwork; client self-management support.

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| 1 | 2 | 3 | 4 | 5 |

5. How do you explain diabetes, risk factors, and management strategies to clients with varying levels of health literacy?
    - *Prompt:* Can you give an example of how you have explained complex information simply and respectfully?
    - Indicators: Clear communicator; avoids jargon; uses visual or practical resources; patient-centred; checks understanding.

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| 1 | 2 | 3 | 4 | 5 |

6. How do you support clients to make lifestyle changes when they may be facing social, cultural, or environmental challenges?
    - Indicators: Trauma-informed approach; motivational interviewing; strengths-based strategies; collaborative care planning; awareness of social determinants of health.

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| 1 | 2 | 3 | 4 | 5 |

Do you have any questions for us?

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HR POST-INTERVIEW CHECKS

Item	Notes
References (x2)	
Working with Children Check	
National Police Check	
Start Date Availability	
Confirmation of Role (Fulltime, part time etc)	
Disclose of any health conditions that may affect duties	

5. **Scoring**

/ 30

Comments and Interview Reflection

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6. **Panel Summary and Recommendation**

Strengths	Development Areas	Recommendation
		[Appoint / Consider / Not Suitable]