



# EDITION 4: PODCAST WITH AN EXPERT

EDITION FRAMING QUESTION: HOW DO WE CARE FOR EACH OTHER?

## *Podcast Transcript*

Kate Chinner & Emily Paterson

Kate:	<a href="#">00:12</a>	<p>Hi, welcome to the graduate teacher learning series podcast channel. I'm Kate and I'll be hosting this session. In this podcast series we will be talking to graduate teachers, mentors and experts about a variety of different topics that relate to each editions framing question. We will also get the graduates and mentors to share some reflections on their practices that may assist you in yours. This podcast focuses on this editions framing question how do we care for each other.</p> <p>Okay. So, sit back and relax and let's get on to this edition of the graduate teacher learning series podcast, talking to an expert.</p>
Kate:	<a href="#">00:46</a>	<p>Hi. Thanks for being part of this podcast. Can you please introduce yourself and tell us a bit about where you are working and some of your experiences?</p>
Emily:	<a href="#">00:54</a>	<p>I'm the kind of girl that's done lots of different jobs. So, my name is Emily and I'm currently working at the TLN as a project officer but in the past, I guess I've done a lot of things mostly revolving around theater but also looking at creativity and play. So, I most recently was working at a company called trash puppets where we went in and out of schools and made puppets out of trash because the name kind of gives it away. I also do some work with younger preschool age children around creativity and storytelling and art and how we can integrate those things in together. I spent a lot of time at Camp Quality where I was the education manager for Victoria and was performing shows in and out of hospitals and schools. I'm working with families that are living with cancer. Sort of they're my main ones. I'm a laughter Yoga Instructor, so I've done a lot of stuff through the wellbeing community, which has always</p>

		<p>been an interesting little flight to tell. And I guess probably most importantly I've been a teacher. I've worked in secondary settings mostly with kids that were considered at risk and reintegrating them back into school. But I've done the classroom teaching through performing arts and drama were my main subjects. So, you kind of get this theme of theatre running throughout, but also engagement and creativity and how we can use that to our advantage.</p>
Kate:	<a href="#">02:42</a>	In your opinion, how important is creating a caring environment in a workplace?
Emily:	<a href="#">02:47</a>	It's essential. If you think about it, it's, it's at least eight hours of our day. You have few, you know, if you subscribe to that, the eight-hour kind of rule, eight hours work, eight hours rest, eight hours play if you will. So, at eight hours, why would you spend 33 percent of your day in an environment that is not supportive and that's not caring and that's not, there looking after you. That doesn't make any sense to me.
Kate:	<a href="#">03:24</a>	How do you go about helping create a caring environment? What practices do you put in place?
Emily:	<a href="#">03:28</a>	There are. Okay. Then I need to say there are so many things that you can do and it's really important that you work out what works for you because there's no one size fits all because what fits my personality to help the group and the team that I'm working with is not necessarily going to help the next person, but they have just as much value in which they can put in. Personally for me, I really make an effort to take interest in the person that's in front of me and I'm not talking about students and I need to do, want to say that as well because obviously we take interest in students, but these are the people that you work with and the teams that you work with and to take an interest in them and ask them questions about who they are outside of the workplace because that's who they are in their play space and that's who they will be their most authentic self with. So, for me to ask them questions and while you're listening and taking it in, you'll start to learn about what makes that person tick, what excites them. But on the flip side, also what denergies them and what doesn't fill them with excitement and by asking those questions and taking an interest, you start to learn about this person in front of you. And I'm not saying that you have to like them, you have to find,

there will be something that you can find that you like in front of them, but you start learning about them and then you can support them because you know about the little things. So, if you see that they've come back from class and they are deenergized, you can without going straight to the crux of what's wrong? Tell me about it. You can talk about things that you know, sparks them up and you know, makes them happy and excited and it's a lot more smoother transition than straight into tell me all your deep thoughts and feelings because we're not psychologists, we don't need to do that. We just need them to know that we're there and that we can support, and we can make them feel good. So that's kind of a main crux of when I'm working one on one with somebody. I think it's the dynamic shifts a little bit when you work with a team of people and I know in schools that can be a very different situation, so you may be a music teacher for example, that sits in on meetings, but then majority of the time, because a lot of schools, they only have that one music teacher, so they're almost in a team of their own. So it's important when you're working with a group that you acknowledge everyone within that group, but for me it's kind of a, it's an old theater improvisation theory that if you look after everybody in your team and if everybody goes into that, with that in mind, you've got more people looking after you.

Try and take away the fear of failing in groups. We often get scared to say what we're thinking, what we're feeling, or ideas that you might have to put on the table and that's a fear of failing. It's a fear of getting it wrong. When we can take that fear away, it allows people to open up and they their mind start sort of essentially it unlocks, and we start getting more and more ideas and the ideas can get so big that they're completely ridiculous and there's no way in the world you would ever use them. But there may be just one tiny little nugget of gold within that. So, you don't want to squash the idea of creativity because we're fearful of getting it wrong.

Kate:	<a href="#">07:56</a>	How important is self-care in a work environment?
Emily:	<a href="#">08:00</a>	It's massively important. If you're not in the best place that you can possibly be. How can you expect the team around you to be in the best place? How can you expect that students that you teach to be in the best place? You are a number one, that we forget that, but you are. You are the most important thing and

you have to believe that so that you can care for others. Teaching can be a very selfless act, but you are stronger if you care for yourself.

Kate: [08:34](#) What do you do to look after yourself at work?

Emily: [08:37](#) Again, it's not a one size fits all kind of thing. You have to work out those things that make you smile and make perk you up and get you energized as a human. So, for me personally, it's a creativity type of thing. I am my best when I have something crazy to brainstorm, to think out and for me, I will offer to do those jobs for other people in my office who perhaps don't have that creativity spark in them. I will chop and change when I was teaching. I used to. I still am not the best speller in the world. So, when it came to proof reading reports that wasn't something I could do super easily. However, I could do yard duty super easily and I used to swap with the English teachers to go and do their yard, duty for a week and they would help me to go through my reports. So that used to be a self-care because I, what's the point in me spending hours upon hours worrying about the fact that I may miss a spelling error when somebody else has that skill that's better and makes them spark up. But in the school yard they're sitting there going, I don't want to do this. Why am I here? What's going on? So it's, it's about the maids. It's, I've got a workout what my strengths are and then really play to them and not be afraid to play to them. I know I'm a great creative, creatively, so why not use that to my advantage? Obviously, some people are different. You may be a sporting kind of person and it may be someone that you need to go for a jog before work to get that out, to get your brains function space to breathe, if you will. Everyone's different. My partner at home, he just needs quiet time. When he finishes work, he's got to sit down, he's got to have half an hour of quiet time and then he's good to go. So, it's really about tapping into yourself from recognizing what your good at and what you need and implementing that into your daily life. Even if you think you don't need it, do it so that it becomes a habit.

Kate: [10:52](#) What words of wisdom would you give to graduate so that they can help create a safe and supportive work environment?

Emily: [10:58](#) I would say learn what works for you and take time to learn that and then enjoy working what, working out what works for others. Once you have yourself down, then it's easier to

recognize it in other people. I think you need to take steps to be mindful and I know it seems like this big, lofty concept to some people, the idea of mindfulness, but integrating it into your daily life, to take one minute out of your life to just be present in the moment. It makes a difference. And I've seen it make a difference. So, I really do recommend that you find that time for yourself. Ask questions and don't be afraid to accept help. I think you go into a new work environment and you think you have to prove yourself, but the simple fact is the people around you have been doing it for a lot longer and the majority of them are really nice people and they are happy to help. So, don't feel like you have to recreate the wheel. Ask for help. Accept the help when it comes to you. And don't think anyone thinks any less of you for accepting it because we all need help in our life. I recommend you laugh with your colleagues and take time to laugh and enjoy it. Try to learn about people away from the workplace because it's the crux of who we are as humans and enjoy conversations. We often, as new teachers, we get so busy and worried about the outcomes of what the students are having that we forget to have conversations with the people and with the grownups around us. And so, the, it's really important to have adult conversation. I recommend you to that and share it seems like a really simple thing and its stuff we learn as a child, but again, we forget how to do it. Share your wins, share your losses, share what's working and what's not working. Because when we share, we learn that we're not alone. And when you're not alone, you have a team and when you've got a team, you've got a whole heap of people supporting you back.

Kate:

[13:38](#)

And that's it for the graduate teacher learning series podcast. Thank you to I guest for sharing their experiences and thank you for listening. We will see you next time. Bye for now.