



EDITION 9: PODCAST WITH A GRADUATE HOW ARE WE GOING AND WHERE TO NEXT?

Transcript

Ben Pisani & Jo Hayes

Ben:	00:02	Hi, welcome to the graduate teacher learning series podcast channel. I'm Ben and I will 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. In each podcast that graduates in mentors will be asked the same questions so you can hear the different perspectives on each topic. Okay, so sit back and relax and let's get into this edition of the graduate teacher learning series podcast, talking to a graduate teacher.
Ben:	00:50	Hi, thank you for being part of this podcast. Can you tell us your name and a little bit about your experiences?
Jo:	01:07	Hi, my name is Jo Hayes and I work at Grey Street Primary School in Traralgon. And I'm a prep teacher
Ben:	01:23	In this first section of the podcast our discussion will focus on the framing questions for this edition. What do you think makes a great teacher?
Jo:	01:30	I think a great teacher needs to be really passionate about what they do. Very adaptable to because things are changing all the time. So, you really need to think on your feet. Someone who's really caring, someone who's really patient and understanding, someone who can just cater for all different types of people, no matter who you are, where you've come from. Yeah.

Ben:	02:06	We are three quarters of the way through the year. If you reflect upon your progression thus far how do you think things have gone?
Jo:	02:11	I think this year has been a great year, a really fantastic year, I feel like I've been building on what I've achieved last year as this is my second year. So, I'm using lots of different strategies that I might have tried last year that might not have worked or trying new things. I've been able to try new ways of going about my lessons. So, I've tried new things. Things might have not worked last year, but they are working this year and it's just been, it's been great to build on what I've learned last year. I feel like I'm growing. Last year I was in a shared classroom with my mentor teacher and that was amazing. And this year we had to move classrooms. So, I'm in my own classroom. So, I have, you know, sort of found my own way of teaching as well and being on my own. And I found, because I've been using different strategies, my kids are more engaged this year, I'm finding them more engaged. I'm finding my lessons to be more efficient, more straight to the point, more focused based. And I feel like I'm really targeting those kids who do need extra help or do need extending more because they know where what their focus is and they know the next steps in their learning and, and I do as well. So
Ben:	03:44	Moving forward, what are the areas of your practice that you would like to improve on?
Jo:	03:47	Something that I have been working on and want to continue improving on is working with my higher group because I feel like I do work with those middles or the lower kids in my class, whereas this year I've got a lot of high kids and I want to be able to make sure they're not bored, they're engaged so that I can get them up to where they can potentially be. So I've been doing that with, I've actually got an aide in my classroom because I've got a funded student in my class and when he settled I've also got an aide who can float with those lower kids or the middle kids and I can work with those high kids. So that's been really helpful this year and it's helped me realise, how much learning I've got to do in order to help them and know what the next steps for them is if they're already meeting, you know, prep level. Another thing that I have been working on and improving on is, we get our lessons filmed in our class. So, a part of our lesson gets recorded and we all watch it in our PLC

as a prep team and with our leadership team as well out of our school. And it was really nerve-wracking last year doing it. But this year I feel a lot more confident and it's been really good because I've been able to, we've been able to watch my video and I get feedback from other teachers. So, I'm also learning from them and they're giving me ideas and opinions of what, how I can better improve my own practice. So, and the part we've been looking at, looking at this year in our videos is our reflection part of our lesson, which is something that can be easily missed, and the whole school is looking at it and it's been really good because it's asking those deeper questions and making sure the kids actually know at the end of a lesson what they are learning about and what our focus was. So, it's, it's been really beneficial to my kids' learning and my learning to. Watching myself on the video actually helps me see myself in a different way. So, seeing yourself on camera is a lot different than what you think you might teach like. So, it's really helped me say it from a different point of view and it has, it's helped a lot

Ben:

[06:21](#)

Student voice is an important part of the modern classroom. How have you incorporated the student voice in your teaching practice?

Jo:

[06:27](#)

Student Voice is actually something our school is really looking at the moment, and I'm part of an engagement team meeting where we're talking about student voice and the school that I'm at had already developed proficiency scales, which is all about us jumping in the pit and learning and tracking our and learning. So, the kids in my class have like avatars with their picture on it so that they can move themselves and say I'm jumping in because I'm only just starting to learn about addition. However now I'm moving forward cause I, I'm in the pit now because I'm able to know that addition is when you had two groups together, it's all about tracking your own learning. So, it's having control over what they need to know and what the next steps for them and knowing, no, I can do this or I'm not sure on that yet. And that's something the school are developed in math's before I started working here and now, we're creating proficiency scales in writing. And that's something that I've helped with the development of. That's been really helpful for their voice and knowing and knowing what they are learning. But also voice in the classroom doesn't have to just be something that the school is adapted. It can be what you do in

your own classroom. And a lot of the times we have a lot of fun in our writing topics because we cater to the kids' interests and what they want to write about. So, we, for instance, had a fire is it yesterday? And the kids were so excited and in the writing planner, it wasn't to write about the fire, but we decided, we write about the fire when we came back and we wrote stories about us being firefighters, with the beginning, middle, and end. And it was really exciting to see their interests come out in those sorts of topics. So yeah. For those of you listening, that is a term that we use at our school for the start of a new learning topic. So that's where we always start.

Ben: [08:30](#) What advise do you have for other graduates out there?

Jo: [08:32](#) My advice would to be organized. Try your, write lists to help you be organized. I think, becoming friends with your cleaner, the office staff because they help you with so many things. I, I've had to go to the office for many things. I've had accidents, my classroom where I've needed the cleaner and she, she does a lot for me. The cleaner, she's been amazing getting like being friends with her. I would use your colleagues as, if you need help with something never be afraid to ask. Always you can ask anyone no matter if it's the leadership team, your principal team, you mentor who I've asked who I ask questions still all the time. Your, your team as someone in a different year level who might be experienced in a literacy or numeracy. Yeah. Never be afraid to ask. I love teaching because I get to build relationships with kids. Every day is different. It's challenging, but it's fun. It is exhausting. But I love it. It is, I actually didn't realise how much of a passion I would have had for teaching until I started. And it was because of the kids and the relationships that I have with them. So, my advice would be to future teachers and teachers now even is to make sure that your relationships are strong from the start because it makes your life a lot easier as well. And once you get to know them so well, they respect, and they adore you.

Ben: [10:27](#) What are your time management tips?

Jo: [10:29](#) Time management tips would be to bay organized , write lists. I get to work very early, but that works for me. I love getting to work early and getting my day started and ticking off my jobs before, before it's even eight o'clock. Like I love to be super organized. Getting my stuff, getting your photocopying done in,

even a couple of days, couple of days in advance. Always keeping on top of that. Share planning. we in a team here, so it's been awesome for time management and also, I'm learning from them as well. Yeah, so definitely write lists though. And if you think working at night, working at night, it's easier to do that. But if you think getting up earlier is better for you, do that. Putting in the time when you can so that if you come early you might be able to leave earlier. If you come later, you might be able to stay later. Find what works for you in managing your time.

Ben: [11:38](#) What department resources have you found to be particularly useful in your classroom practice as a graduate teacher?

Jo: [11:44](#) I find the, HITS teaching the high impact teaching strategies really useful in my class and something, if I feel like I'm struggling in an area, I might refer back to the high impact teaching strategies to help me think have I used that because maybe I'm not engaging them enough. And it kind of comes back to our, our observational model, which is where we film a part of our lesson, where we talk about it and show, show our team, are we using those high impact strategies? Can we use them to be for that part of the lesson to be more effective? At Grey Street Primary School as well. We also have a graduate teacher induction, which is where I got to meet my mentor teacher before I started teaching. And I had an induction day at school with my mentor and the principal team outlining, you know what all about the school. It reflects what the department does, but it is personalized for us.

Ben: [12:58](#) In your career it can sometimes be difficult to ask for help. Who should graduates turn to for assistance?

Jo: [13:06](#) First of all you can go to your mentor. Now my mentor was amazing and very helpful, would listen to me no matter when it was, I could email her on the weekend, she came to school really early like myself, so we would work really well together in the morning. So, I've had a question to ask her. I could ask her in the morning. But not only your mentor, you can seek other teachers. I also asked other graduates as well at school, how they were going with staff and they've, they were a great support to, we're really close, like there's three of us that started at the same time, so that was really helpful. Also working with other teachers who might be experienced. I had

an EAL student, last year I had three EAL kids, there was an EAL teacher at our school and she was very helpful and no matter what, I could email her, catch her in a staff room and ask her a quick question. Yeah, so asking for help, never be afraid to and always you can, most, if not every teacher is always willing to help you become better and they might not have the answer, but they might direct you to someone who does. My mentor might not have had the answer everything, but she could direct me to the literacy specialist or the principal team. So yeah.

Ben:	14:44	And finally give us you words of wisdom.
Jo:	14:47	My words of wisdom would be don't sweat the small stuff and you don't have to be perfect. Not every lesson is going to go perfect, and sometimes it isn't just about whether they're, they're learning everything. Sometimes it is just taking a step back and getting to know those kids. Yeah,
Ben:	15:17	And that's it for the graduate teacher learning series podcast. Thank you to our guests for sharing their experiences. And thank you for listening. We'll see you next time. Bye for now.