



# EDITION 11: PODCAST WITH AN EXPERT

## - North East Victorian Region (DE&T)

### *Transcript*

Ben Pisani & Kirrily George

Ben:	<a href="#">00:02</a>	Hi and welcome to the graduate teacher learning series podcast channel. I'm Ben and I will be hosting this episode in the podcast series. In this podcast series, we are going to look at how the resources within the Victorian Teaching and Learning Model are being used within different Victorian school contexts. The Victorian Teaching and Learning Model or VTLM is made up of resources that as a teacher you can use to develop, implement, and monitor learning programs tailored to your student's needs. In this series we will be talking about the high impact teaching strategies or HITS the practice principles and the pedagogical model. Teachers can use the VTLM to establish, enhance or modify pedagogical practice to promote excellence and consistency in teaching and learning across the school. Okay, so sit back and relax and let's get into this edition of the graduate teacher learning series podcast, talking to an expert
Ben:	<a href="#">01:06</a>	Can you please introduce yourself and tell us a bit about where you are working and your history in education?
Kirrily:	<a href="#">01:12</a>	Sure. My name is Kirrily George. I am a professional learning communities regional manager and I'm based in the outer east area of the North Eastern Victorian region, which is a bit of a mouthful. I have been in this role for almost 12 months now and I work within the PLC initiative or the professional learning communities initiative and assist schools to effectively embed PLC's across their school. My history, I've been in schools for about 20 odd years. I've worked right through the system, tried to teach it every year level. My background is as a primary school teacher. Of my 20 years' experience. It has been an outer

		east or inner east schools, and certainly in primary schools. And my last role was as a principal of a primary school in the Glen Waverley area.
Ben:	<a href="#">02:08</a>	Tell us which of the Victorian Teaching and Learning Model resources you have selected to talk about.
Kirrily:	<a href="#">02:14</a>	Today I've chosen to speak about the HITS, the high impact teaching strategies. The reason I've, I've looked at HITS is because it really is the thing that impacts most on my work on a day to day basis and from the professional learning community's perspective where we are looking at schools using data and then embarking on effective strategies, HITS just highlights of best practice and it shores and ensures the greatest impact on students. And ultimately what I see effective about the HITS is that we have a great profession and it's built by, from my perspective, the greatest reward came from the, the impact that you can have on students and through using HITS, you have an opportunity to do that. And I think, you know, teaching is a complex profession. It's not as easy as people think. And so the HITS help to reduce some of that complexity. And I also think it's a great, I'm very research based. I've, you know, certainly enjoyed some masters in, in my career through my grade, learning, undertaking a master's. And so that HITS is a great jumping point, jumping off point for research-based practice and it opens your eyes to looking further, how you can access research beyond the HITS according to your specific need,
Ben:	<a href="#">03:43</a>	Can you tell us a bit more about why you've chosen it?
Kirrily:	<a href="#">03:45</a>	Absolutely. So, I've chosen the HITS because it sits very strongly in the area of excellence in teaching and learning within the FISO framework. And for me in my current role, it also HITS directly some of the other elements within the Victorian Teaching and Learning Model, specifically around evidence-based to teaching strategies, which is the practice principle number seven. And what we do in PLC is really hone into, evidence-based practice to have the highest level of impact on student outcomes. And you know, the, the focus from FISO's perspective and from all, you know, our, our moral purpose is to build student outcomes. And I think that the HITS sits firmly across all areas of the FISO framework plus also Victorian

teaching learning so that we can actually do that in classrooms, in schools and also at a system level.

Ben: [04:38](#) Can you give us some examples of how you or your colleagues are using or have used HITS in your own practice?

Kirrily: [04:53](#) So within, my experience, I also have the opportunity to be part of the leading literacy for networks program and very much within that we explore where HITS falls within the workshop model in literacy. So all elements of the HITS fit into different elements of the workshop model. So for instance, as we explore the workshop model and many schools are embarking on using the workshop model within the literacy sessions, the notion of using setting goals, the first time high impact teaching strategy, they're using that within the opening learning intentions and success criteria component of the workshop model. We also, you know, when you're talking about using a mini lesson, the HITS fit right into explicit teaching, you can use worked examples, you can use the notion of questioning, you can use metacognitive strategies all to connect that mini lesson and, and really focus in on what you're trying to teach to the students in that particular session. As the children break out. I've seen schools explore collaborative learning (and) feedback using feedback with students. And questioning as they are engaging in their work time. And also, from a teacher perspective as a teacher moves around the room and, and confers with different students in the classroom, they are embarking and using feedback and questioning, and getting the students to think about their learning via the metacognitive strategies. So, from that perspective, I certainly see it within the workshop model on a day to day basis and going into schools and taking learning walks in schools, you can see that that's in practice across those particular areas.

From myself Within PLC, our focus is very much on the improvement cycle and using the process of evaluating and diagnosing to the prioritizing and set goals, setting goals to developing a plan for the work that, that students are going to be engaged in. And then implementing and monitoring. I very much see the HITS being used at that point with teachers go, okay, where we know that our students, the data has told us that our students need this. so therefore our focus point and our goal is this. Where can we actually explore the HITS or use one of those HITS to build what we're not seeing the students

being able to do. So, when, when the student-centered problem is that these students are unable to do something, what can we do as teachers differently to ensure that they are able to do that? And that's where the HITS come in. So from my perspective, I sit across a lot of areas and it also actually impacts on my work. I certainly think about how I present to principals and present to staff, I think about how I can actually apply those HITS to maximise the learning from an adult perspective as well.

Ben:

[07:53](#)

In a school, as we know, there's no one size fits all context is everything being that you work for the department, tell me a bit about your context and how the HITS works within it.

Kirrily:

[08:02](#)

So as professional learning communities, regional manager, I work on a day to day basis with schools, instructional leaders with principals. And most recently, I can certainly have a, I've got a great example of where the HITS have been used to improve the work for those particular schools. I was working in country Victoria with a colleague and we were working with a cluster of schools and the school leadership team was attempting to provide supports to the broader school teams in its first inquiry cycle challenge that it was undertaking. So, the HITS became very pertinent within that in that the schools and that the teams had identified a focus point through really delving into their data and finding something quite small that they needed to work on. And then as a leadership group, we all thought about, well, what could help those schools and that the teachers in those classrooms bring about change for the students. And so, we went straight back to the HITS and, and chose for particular HITS on this occasion. And it was a math's focus problem. And we thought that explicit teaching, multiple exposures, worked examples and questioning would have been four really pertinent HITS for the schools to be focusing in on and using and then we're gonna leave it up to the teachers, based on their problem to choose for themselves. And so, we essentially scaffolded a, a planning structure for the individual schools based around the HITS. So now they were going back to this schools, going to work with them next week around which heat is going to be the most effective to bring about the change in student learning that they're seeking. And you know, not only were they using the HITS placement, which is a great resource, but they've gone straight back to the high impact teaching strategies resource booklet to really delve into those particular strategies and work out what's going to be the best for these

students. So that's where I've seen it in that schools have said, okay, student centered problem, the data tells us this, what do we need to be doing differently and in which strategy we're going to go to. And in this case it was about the leadership teams scaffolding that first cycle for the teachers in their schools.

Ben: [10:57](#) As a part of your role, have you seen any school adapt how they use HITS to fit their context?

Kirrily: [11:04](#) One thing about the HITS is that they are very, you can use them flexibility and so agile teachers use them in quite different ways and I've certainly seen feedback used effectively in classrooms in, at a primary school level where they, the teachers are using bump it up walls. And so they've identified key components for students that they need to attempt to achieve in their writing specifically. And so therefore not only did I know what their goals are going to be and how they can move through that, but the bump it up wall gives them a visible repeated representation of how they're tracking with their learning in consultation with the teacher. So it warrants a conversation, it leads to a conversation around where the students think they're up to and where the teachers say they're up to. So that's that feedback is provided. And then students move themselves and bump themselves up the wall as they continue to improve their writing practice.

[12:00](#) So a bump it up wall is where the teachers have created the writing continuum on the wall for students. They have absolutely stepped out each component of the writing task that the students are aiming to achieve. The students' names sit on that bump it up wall where they currently sit and then they can see visually where they've got to go for the next particular step. And once they have spoken to the teacher and realize that, yes, we actually have achieved this one, they can move them up that, that bump it up wall. So they get the opportunity to continue to see their own learning. But the bump it up notion is quite literally, how can I bump myself to that next stage through a focused approach with my own learning.

[12:41](#) What I've also seen is teachers in secondary schools using writing, I'm using actually vocabulary continuum to set goals for students and then work with them to reach the next level of their own learning. And that forms a very core part of what

they're trying to achieve and the prioritizing and setting goals component within the improvement cycle. And so the teachers know where the students are going and the students also know where they're heading as well. So really feedback, a lot of visual representations of feedback are becoming more and more evident within classrooms. From, all the way from, from the prep year levels where they have writing continuum on walls to the secondary schools where they are using, they continue themselves to set goals. So that's certainly evident a lot of, you know, across a lot of different areas.

Ben: [13:40](#)

As you know, the graduate teacher learning series is designed to bring specialized content to graduate teachers as they enter the profession. How do you see a graduate teacher using the HITS?

Kirrily: [13:51](#)

The, the HITS provide a really great foundation for teachers, as I've indicated before, in terms of how they can, embed impact, impactful strategies within their classroom. So if I was a graduate teacher, again, I'd go back to thinking about, how can I firstly learn about the high impact teaching strategies? And there are a lot of resources around that as a, you can certainly use the placement, you can use the, the written resources and I'd be attempting to simply get an understanding of what they are, the benefits of them, and what impact they can have on student learning just through reading about them. Again, if I was lucky enough to have a mentor as a graduate teacher, then I'd be thinking about how I would work with my mentor to really build my understanding of those particular practices. I'd sit and work with them around or what's going to have the most effect has it, how am I going to, you know, build my practice most effectively at this stage by really honing my skills in one of the particular HITS. Now that's not to say that you use HITS in isolation because you certainly use all of them at different points, but how can I really deepen my understanding and deepen my practice in a particular HIT? And I would sit and work with them around the focus that I might have and then with either my mentor or my learning specialist, I would try and have the opportunity to observe those particular, the HIT that I was focusing in on in practice and have an opportunity to talk about, how the learning specialist potentially used that that hit and what I noticed and so that gave me then a little bit of evidence and, and thought about what I could possibly do next in my classroom. And then I would hone that practice in my skills and ask for others to observe me. Very much part of, of

how we exist now in education is the notion of peer observations and improving practice through that. So I would ask the experienced, more experienced teacher to come and observe me in my classroom and let them know that I've been focusing on whatever particular HIT that is, whether it's, you know, metacognitive strategies and say, where have you seen that in my practice? What am I doing well, what do you think I could improve on? And really seek some really, meaty feedback I would say. Not, not you're doing that really well, but seek or, but what could I do next to improve it even further?

So, from my perspective, I would be trying to broaden my knowledge of the HITS but also deepen my knowledge of the individual HITS that's going to work mostly in my particular classroom. But I would also be working with my team. Long gone are the days when you can work in isolation. So if I, if you're part of a collaborative team, you'd be looking at, again, very similar to the PLC cycle that, that I work within on a daily basis, as you'd be saying, well, okay, our students collectively, our students aren't able to do these, what he would be really relevant for us to apply in this particular context and learn together, learn about multiple explorer exposures, learn about how we can, really get that rod in our classrooms and, and again, use peer observations and feedback to hone our practice as a team and ensure consistency across the classrooms. Because that is the biggest difference that we see in education is from classroom to classroom. So working with a particular team and building our knowledge of these HITS and building everybody's practice will ensure that all of the children under your care are going to be experiencing best possible learning that they can. So I'd say, you know, delve into them, understand them and then apply them in your practice, but continue to get feedback around that because the only question is a silly question is the one that you don't ask. So keep asking questions about how you can be a better practitioner. The, our focus in education is on student outcomes and the best way to achieve that is having every classroom as the best practitioner in the classroom that they can be. And I think HITS really support that and collaboratively and you know, working as a seeker, trying to find, improved practice is the one way that you can do that as a graduate teacher.

[17:59](#)

And finally, the one way to apply your HITS would be to use it within your school's instructional model, within the Victorian

Teaching and Learning Model, there's also the 5e pedagogical model, but a lot of schools have their own instructional models. So I'd be thinking about and looking at our instructional model and say what hit is going to be most pertinent in that particular area. As I mentioned before, they're certainly designed to be used flexibly, but when you're planning, when you're thinking about applying your own school's instructional model, what's going to be the focus hit for, for the particular, for each area of your instructional model, because there is going to be something that have more of a focus. But as you hone your skills around understanding them all, they'll start to be applied more flexibly across each area and you know from the beginning to the end of your lesson structure.

Ben:

[18:57](#)

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.