



# EDITION 6: PODCAST WITH A GRADUATE

## HOW DO I TAKE RESPONSIBILITY FOR MY OWN PERFORMANCE?

### *Transcript*

Ben Pisani & Lauren Arnett

Ben:	<a href="#">00:12</a>	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, the graduates and mentors will be asked the same questions so you can hear the different perspectives on each topic. Okay, so sit back, relax, and let's get into this edition of the graduate teacher learning series podcast, talking to a graduate teacher.
Ben:	<a href="#">01:00</a>	Hi, thanks for being part of this podcast. Can you please introduce yourself and tell us a little about where you were working in some of your experiences?
Lauren:	<a href="#">01:08</a>	My name is Lauren Arnett, I am a graduate from Monash University. I did a Bachelor of Music in secondary education, but in my first graduate yet I found myself in a primary school. So, I'm here at Aldercourt Primary School, which is in Frankston North.
Ben:	<a href="#">01:32</a>	In this first section of the podcast, our discussion will focus on the framing questions for this edition. How will you encourage your students to take responsibility for their performance as learners?
Lauren:	<a href="#">01:44</a>	I like the will part, as a graduate, I started in week three of this term. It's now week 10, so I've got seven different classes that I will see once a week. So, in the time that I've had them in the last couple of weeks, my main aim has been trying to remember

all their names and their behaviors and getting on top of behaviour management. So, in terms of taking responsibility for their learning, I'm deciding to get to know them as learners and then then I can find strategies of how they can take responsibility, definitely into next term because we're doing reports, we're starting to look at reports and assessment at the moment. I'm looking back at what we've done over the term to find those things that will really show, give opportunities for them to show what they've learnt with me.

Things, for example, Ukuleles for seniors. We did four chords and just went, can you play those four chords in succession or if you can't, as a group of four, can you all do one chord each? Yeah. So, we've got some form of differentiation happening in there. I said, you know, if you have already mastered one, try some more. Now more about that question, yeah. Moving into next term as a group of specialist teachers, we've our PLT meeting, we've talked about how we want to bring student self-assessment into our classrooms. So that can be really simple feedback at the end of the lesson. That can be, you know, hands up, give me a one, two or three on your fingers. One being, I'm not too sure still to being, I think I'm getting the hang of this or three, yeah. I did a really good job, I feel, I understand. Things like exit tickets, they're one that I used a lot in, on placement that I found really good cause it's like solid evidence of, t's showing what they've learned. They just really have to like think for that last bit of the lesson, they don't just get to line up and leave.

Ben: [03:57](#)

How do or will you take responsibility for your own performance as a teacher?

Lauren: [04:02](#)

During my time on placement at uni, they're continually talking about self-assessing and self-reflecting and sitting down after a lesson and going right, how did that go? So, I very much got into the, into the swing of debriefing with my mentor afterwards. So, at the simplest form for me personally, after lesson, it may have just happened. I'm like blown away. I'm like, Whoa, wait, let's just unpack what just happened in that 50 minutes. So, you know, I sit down, and you know, also teachers talk about, oh, in your notes about the children, so I've got an excel file that has all their names on the roll. And so I just type in observations, that's more assessment of the children as opposed to me, but then that's where I come in and I talk about what strategies can

I use for next time to say engage a kid with ASD, who when I first met them was on the floor moaning. Whereas in those 10 weeks they are now engaged, and I think that's a lot about the relationship that I have with them. Yeah, just knowing their name, knowing, what they react well to, what they don't react too well to or just simple strategies when you go, Oh, you know, all kids should be treated the same, but however, if I put that student on a chair, they're not going to wonder for the rest of the time. And all the kids understand that it's not, that's not fair. It's, it works for him and it works for the whole class. So, a lot of the kids are quite sensitive towards issues with behaviour, for example, or with attention span. I've talked a lot about the kids for, they're all interconnected, aren't they? Self-assessment another., so I've got my personal assessment that I just do on my own time.

The best sort of stuff that really pushes you is during staff meetings or doing PDs, and that's when they will give you material, like last week we did Vineland, which is an official department assessment of kids with ASD. And you go do, I think it's a special needs. So, it's do they need funding? And they've got all these really in-depth questions about the kids. And so, it made me go, Oh, do I know if they can tie their shoe laces? Wow. I really need to work at knowing these kids really, really well. What else we've done. we've looked at the goals for the school as a whole and how that can then filter down to like, you know, as subs, like our specialists, different domains and levels and how at the classroom level we can help to achieve the school's goals. Yeah, so a lot of, from the top down going, okay, this is the ultimate aim that we have, and then I'll alter accordingly.

So, we can also do peer assessment in classrooms. for example, I have a class in here that often I have behavioural issues I haven't quite gotten on top of yet or I just haven't quite gotten into the dynamic of the class. So one of my senior staff said to me, you're doing great in the classroom, you've got like, all your pedagogy, you know, your content is fine, but to get on top of the behaviour management, go into that classroom during some of your planning time when you're free and just observe how their main classroom teacher is interacting with the kids and what kind of strategies he uses. Even before that, just in the staff room, having an informal conversation with, with him and just go, Hey, I've got this kid and this kid, they wandering

around everywhere they're touching instruments, what do you recommend? And so, for one of those, it was sitting on a chair. He'll be fine. The whole lesson praise him as quickly as you can for doing it. Tiniest little thing well, and he will just be a changed child. Another one, a kid who's a bit defiant when you want to move him, just move the kids around him. Like I thought, no, I have to really get into the psychology of this kid, and I need to make sure that he's doing exactly as I've asked him, but just knowing it's as simple as just move them. The practical side comes along, and you go, oh, okay, this is how I can manage a classroom.

Ben: [08:15](#) With diversity in the school. How do you engage students with the learning in your classroom?

Lauren: [08:21](#) In my classroom? Well, there's always the idea that it has to be multimodal and that can be a lot of different things in a music classroom. I always start my lesson and I have a PowerPoint and I put it up on the board and they respond to the visuals very well and just like telling them what we're going to be doing for the day helps them to know what to expect as such. What else? I just want it to be dynamic and interesting. Fun and music. So, like, you know, just singing along to a YouTube video or picking up those instruments and playing them, but it has to be relevant. So I taught them about four chord songs on the Ukuleles pop songs, for other kids, for younger levels it's nursery rhymes and then from there you can go and hold depth of, you know, rhythm Titi, Titi Tar and I had them be creative with Kookaburra, Kookaburra sits in the old gum tree. I told them what a variation is by going, okay, you have to be creative now and you have to write your own verse and then perform it. And actually, most kids responded to that very, very well. That's the first time I'd seen most of them perform to any kind of capacity.

For those who are often a bit shy, you know, I go, do you want to perform? And they're like, no, no, not going to happen. I don't want to pressure them. And I go, maybe one day, but for now, I say a lot about in your own time, if you feel like you are up to this, then you can, or, yeah, just let me know later with like a little secret sort of signal or, I'll do it with you and that will help them to get the confidence they need. In summary, I think it is that in this music room it's doing things in order to engage, very hands on sort of stuff, music practices is part of the

		<p>Victorian curriculum. It's a big one of the four aspects of music education. So, from the moment the kids came in here, in their very first lesson, they went, are we going to do instruments? We're going to play things. Are we going to sing and clap and dance? And that's the approach that I went with from the beginning.</p>
Ben:	<a href="#">10:53</a>	<p>What are the school based approaches for engaging the students in the wider school community?</p>
Lauren:	<a href="#">10:59</a>	<p>This school is definitely diverse in term of it's in a low socioeconomic area. So, we've got kids with very high needs. That could be, special needs such as ASD, they might have a physical disability. We have diabetes of course, and I'm just learning about how to continually monitor that. So, but also, kids who've never been exposed to some particular things that I think high socioeconomic areas take for granted. Things like they went into the city yesterday to see billionaire boy at the art center and for some of those kids it's a really, really big deal to go to the city. Or they live right near the beach, Frankston, they've never actually been to the beach before. So, a lot of what the school aims at as a whole, it's like a widening the scope of like, it's literally like broadening their horizons. They also have international trips, for them to go, well, I've lived here my whole life, there's actually a whole big wide world out there and I think it really changes their attitude towards things.</p>
Ben:	<a href="#">12:15</a>	<p>What does motivation mean to your teaching practice and how have or will you go about incorporating it?</p>
Lauren:	<a href="#">12:22</a>	<p>So assessment moderation is actually something that I as a graduate 10 weeks in haven't addressed that much. It was only last week during planning week that I was able to get together with my mentor and we were just having some conversations about, oh by the way, we're going to do reports in the end of this term, think about things that you can use and honestly usually you plan a whole term's worth of work or units worth of work and you've already figured out the curriculum, the assessment at the end. However, because I came in at week three not knowing the kids, I've been going week by week. So honestly for all the graduates out there that are feeling a little alone perhaps, I am at the stage where I've had to go backwards, find the curriculum that's relevant because I know that what I've taught is definitely the curriculum, obviously,</p>

what I can use in terms of moderation. I'd have to think of what I can do in the future to make sure it's fair. And knowing the, talking to the teachers of the children that I've got in, each class is a very good way to start because it means that they've got the relationship and they know that student, I can go, well I've seen them display this level of ability here or this social ability or they've shown this kind of learning skill, would you say that that lines up with what you've seen in the classroom yourself? And if not, it's often interesting to see how kids will behave in here, in the music room as opposed to in their classrooms. On that, I can go into that. last week I had a prep class and I did morning and literacy with them, which is something I'd never done before.

So, I was taking their class and they were so comfortable in that space, whereas when I'd seen them in music, I think it's still a little alien to them. They're not really sure what to expect from this room and some of their behaviours changed. So, from that point I can moderate and go, well there's one child who in the classroom, she's quiet, but you know, she's talkative and she's academic. She'll do all the work, she's great. Whereas in the music room, as soon as there's sound, she absolutely shuts down. And so, my first impression of that child was, oh, she's not participating. This is a problem. And almost generalized it. And when she's probably the kind of kid who doesn't really participate, she's got issues with participation. Whereas I see you're in a normal class. I'm like, oh, that's not the at all. So that is a nice example of how behaviours can change and I'm going to need to chat with, with her teacher and ask her what kind of development is happening. And I have had a small informal chat right after I'd had that literacy session and went, oh yeah. So,, so that girls there, oh yeah, this is what she's like in music. This is what she's like in your class. What do you think? And it was that kind of chat that I guess could lead into, a nice little moderation because we need to know all our kids one by one as individuals.

Ben: [15:33](#) What advice do you have?

Lauren: [15:35](#) I'd say in the first few weeks, don't beat yourself up because I literally went in not knowing what to expect whatsoever. I have a secondary trained, I ended up in a primary school and I went, do you already have a syllabus for music? Like as someone written one and they're like, oh, the Victorian curriculum, you know? And I was like, okay, I'm starting from scratch and it's

okay to, to start from scratch and to just bit by bit find your way. I think, you know, I was quite anxious in the first few weeks just going, what am I doing here? Like how, did I end up here? What am I doing? But now it's week 10. I know my colleagues and the biggest thing that this school has shown me is that your colleagues are there for you. And, you know, they're not going to tell you what to do. They're not going to push you along, but if you ask for help, they'll give you help, or they'll direct you in the right place. Another one would be, I guess personal motivation in terms of there's no uni due dates anymore. Everything you do at work you do because you want to do your job well. So, balance your, your, your work and your life. Get the work done. If anything, get it done earlier rather than later. And yeah, you want to go into the classroom prepared, sometimes you won't, but try your best to go in prepared because you'll have a better lesson at the end of it and you'll have a clear direction of where you're going after that. When you reflect.

Ben:

[17:11](#)

What are your time management tips?

Lauren:

[17:14](#)

Time management tips, probably getting what you planning done for the week, and maybe the weekend beforehand. I like to, instead of a diary, I just, I've got my phone which has my calendar, which I put important dates in, but then I've just got a notebook and I do something of a bullet journal. And so, I just write each day out for the week. And because it's saying you sort of routine for me and I don't just work here, I'm part time. I work at three different schools, otherwise instrumental teaching and such, just writing out the times of where you need to where you need to be, when, how long your 50 minutes session goes for. I'm really lucky that the previous teacher put up a nice little, timetable of when session one, two, three, four, five and six and went all the breaks between them. It's really handy to, you're in the middle of a class and you're like, Ooh, I don't remember the times yet. Just to glance over. Just so you know.

Time management in the classroom, probably things take longer than you'd expect. you might write a lesson plan and you might go, I'll be able to stuff this, this, this, this and this. in to it. Great, and you'll probably get half of it done. And that's just a purely practical thing. So, you know, pack up 15 minutes before hand, not five. and that means you can get a nice little debrief in

there. It means that you can get the kids all lined up neatly with no, no fuss. Time management. Just be prepared. Just go into the classroom prepared. Particularly today because it was different today, our timetable is different cause of planning week. I don't have my regular classes. I did wake up this morning and go, I don't really know what I'm doing today. And it does cause a little bit of stress. You want to go in knowing exactly what you're doing when yeah. And just having it in your head that at this time I have to go to one k's classroom, then I have to go to leap into learning, then I need to have a break and then go to two seat. And just, I don't really know that by consolidating what I've written in my little plan for the week

Ben:

[19:27](#)

In a new career. It can sometimes be tricky to ask for help. In your opinion, who should graduates turn to?

Lauren:

[19:34](#)

Probably understanding the hierarchy of how the school works is good. I guess it's not like, you know, supermarket job where you've got a manager and then you've got lack of the like store manager and then the Harry now sort of thing. But you can use that analogy if you like. So, my first port of call is of course my mentor. She's the leader of specialists. so that's, you know, PE, science, music, drama, art, so I go to her with my first questions. It depends how you want to do it. She uses Edumail, but she'll say uses Facebook and just gave me her, her phone number and just went call me with anything whenever. I Also had the same chat with the assistant principal. He said, Oh, if you've ever got questions to flick me an email. So, there are two good places to go to first. I also share music and drama with another teacher, Tyra, she is in one day a week, however, she's always CRTing, so she's a really good person to ask on a macro level going, oh, by the way, so we need to plan a choir performance, what do you think, what have you done in the past? She's got a, she's really well, she's got a planning brain. So, she goes, oh yeah, we could do this, this, this and this. I'm like, thank you. You've got me on track. I get it. I knew what I need to do otherwise, you know, other classroom teachers, I will just ask them things like I might be just going by in the hall and be like, oh by the way, when's the second half bell so I can get to the yard duty? Or where do we keep paper clips? Just really small, random things like that.

So, I know that I've got my mentor, I've got the assistant principal, I've got this other senior staff. Wellbeing is a really, really strong team here. They are life savers. They, they come in



whenever you need them, and they will help out with any kind of situation that was happening. Same with aides. We've got aides in integration aides in every single classroom, which means I'm never alone in a class. And so, if I need to do something, but I need to stay in the classroom with 25 kids, I'll ask the aide, could you please go outside the classroom and do the sing for me and then come back. It could be, could you get a child they've run off. That happens sometimes or it could be, could you just work with this child or what's his name again, the aides really, really know the kids because they work with them every single day and as a graduate, that has been phenomenal to have them there. Even for things like behaviour management, they've already got that relationship. They can do that. They can go, oh excuse me John, that's not on. You got to respect the teacher. I've really appreciate that as a graduate. Definitely. once I've grown in more established, hopefully they don't have to do it for me, but at this moment that is all right with me.

Ben: [22:36](#) Give us your words of wisdom.

Lauren: [22:39](#) My words of wisdom that you will find out what teacher that you want to be. You will see you'll have experience different types of teachers at your own schooling as such and you'll see different colleagues to a particular kinds of teachers. I don't even know what I mean by that. Just the general approach. Some teachers do like to be quite stern, and that's who they are. Some will be a bit more buddy buddy with their kids and that works for them. You could be the type who over, over, over plans and then you're comfortable with that. You could be the kind who, kind of just make stuff as I go along. And that has seems to work too. So, you'll find your groove, you'll pick up influences from different teachers as you go along. As you get more comfortable, you make decisions about who you want to be.

Ben: [23:42](#) 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.