



EDITION 6: PODCAST WITH A MENTOR

HOW DO I TAKE RESPONSIBILITY FOR MY OWN PERFORMANCE?

Transcript

Ben Pisani & Megan Griffin

Ben:	00:12	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 and relax and let's get into this edition of the graduate teacher learning series podcast, talking to a mentor.
Ben:	01:00	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?
Megan:	01:08	My name's Megan Griffin and I work at Aldercourt Primary School.
Ben:	01:19	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?
Megan:	01:32	For students to take responsibility for their own learning, we encourage and do set goal setting in the classes. So, I'm the art/science teacher, so it will vary on what unit of work that we're teaching. We'll also use student voice in setting up rubrics or in assessment tasks to give them some ownership of their

		work and then at the end, using myself and themselves to grade themselves on using the rubric and then we might talk about it and giving them a bit more ownership of their learning and take responsibility of their learning, knowing what I'm teaching and how it's going to be assessed. Constant feedback is something and just talking all the time. So,
Ben:	02:21	How do, or will you take responsibility for your own performance as a teacher?
Megan:	02:26	This is done through goal setting, through personal reflections, through talking to colleagues. We have to set up our PDP's at the start of the year and mid cycle review, end of cycle review. It can also happen through peer observation formally and informally chatting to teachers and yeah, so a lot through goal setting though, and reflecting on our own teaching and then resetting goals or adapting to what's needed
Ben:	03:01	With diversity in the school, how do you engage students with the learning in your classroom?
Megan:	03:07	One of the most important things in regards to this is just knowing your students in the first place. Knowing their needs, understanding each student and yeah, so from that creating lessons that are suited to every child. Differentiation as well as hands on as well as lots of different ways to connect with the student to make sure that they can understand what we're talking about. Same with assessment. It might be that someone, wrights, someone draws a picture, someone talks to you, just making sure that you're giving everybody the best chance that they can to get their knowledge out and understanding. So an example of how this might look in my classroom is I might provide students with some kind of question and I might provide them with, iPads in one area, hands on material in the area and just some writing that they can use or utilize that they're different, and to try and get engaged in the first place and then we might come together and talk about what we learned through the different means. And then also at the end when we're doing assessments, I might have picture assessments or cut and paste assessments or writing or an aide or myself might be sitting there with the same kind of the questioning at different levels, but just giving them the chance to be able to draw out what they've learnt through different ways.

Ben:	04:37	What are the school based approaches for engaging the students in the wider school community
Megan:	04:42	Due to the socioeconomic standard of this school, it's really important that we're connecting kids to the community all the time. So, we do these three sports activities, we do it three excursions, we do it through internal workshops. We have choirs and music programs that go and sing in the community. We're big members of the awesome kid's calendar, which is a local organization where students get to do art for a calendar that gets sold, like given out to the community, are sold every year. So that links them and it always has a theme like diversity or something like that. We go to the local nursing homes, we try and invite parents in as much as we can and utilize their expertise in area, any area that we can.
Ben:	05:36	What does moderation mean to your teaching practice and how have or will you go about incorporating it?
Megan:	05:43	Moderation to me is just that students work can be assessed fairly and so that students can be graded accordingly to the level that they're at. I am a specialist teacher, so in a small school, so this sometimes can be different as we don't, it more difficult because we don't work in large teams. I did previously work in a bigger school and we moderated across all the art teachers. Now I quite often do tasks that even the whole kind of school can do. So, I can moderate against each other. You can, I can talk to teachers at network meetings cause most of the areas, specialist areas, will have network meetings where you can talk to other teachers. Schools are always really open to, and I've chatted to teachers at other schools to get ideas just through Edumail and there are, yes, that's a big thing with specialists to connect with other schools, network meetings and there are also online PDs about moderation that the education department puts out. I know there's one coming up in the holidays that they can just give you some tips on moderation and then how you know, so how you can do it better in the classroom.
Ben:	07:04	What advice do you have
Megan:	07:06	That you learn every day and it will get easier. Yeah. That's one of the biggest things that it will always get easier and I think

that everybody felt like they struggled at the beginning and everyone felt, what am I doing? This is crazy, but it will get easier and advice is to ask for help. Talk to your peers, talk to people and understand that everybody's been through exactly what you've been through. Just enjoy it, enjoy the ride.

Ben: [07:39](#) What are your time management tips

Megan: [07:41](#) First of all, I think it's really important to remember that it is so, so important to have a life work balance, if you can manage it and if not, it feels like at the beginning that that's not possible. But you definitely can. I, time management wise I write lists, I put them in importance of what I need. I try as hard as I can not to fluff around. I pick the times when I need work, when I really need stuff to get done, I'll do it when I know there's not a lot of staff around to be honest, so they don't distract you. So I, it depends on your life, you know, whether you like taking work home or where you prefer, I prefer to take stuff home because that's just my family life at the moment and I can do it. But if you easily get distracted by other teachers, then just try and if you really need to get work done, stay away, just go home and do it or find a place where it's quiet because it's really easy to get distracted and write lists and cross stuff off the list

Ben: [08:45](#) In a new career, it can sometimes be tricky to ask for help. In your opinion, who should graduates turn to?

Megan: [08:51](#) So obviously it's great to go to your mentor first or someone your close team first. We also have a welfare team at our school. There's three in there, their student welfare but they're amazing at staff wellbeing as well so we can go to them. You can go, being a really small school, we have such a family unit and tight knit unit and because there's some, like it's a difficult school to teach at, so you could ask anyone in our staff anything. Timing wise everyone's really, really busy, so that's, that is after school or my graduate was really good, sent me a mentor, and we've set up a time to on Friday afternoons that suits us both just to catch, like catch up for the week because we don't have meeting times. So, I think it's best to do exactly what my Grad did. Send an email out, say I really want to talk to you, can we find a time? And then I'm sure anybody would be accommodating to do that rather than hitting them up at the photocopier or hitting them up at lunchtime when they're

		having lunch. If you just give everybody, someone a little bit of notice and there'll be more than willing to help
Ben:	10:05	Give us your words of wisdom.
Megan:	10:08	That's, it's such a rewarding career. It's hard, but the, the rewards you get out of it are beyond how hard it is. And this is, my dad was a principal, my family, everything, my whole family in teaching. And one of the things that he's always said is that the only constant in education is change. And that it will always be changing, and will we ever be changing, so you just have to get on board and just be willing and open to learning new things all the time because it's for the best, best interest of the kids.
Ben:	10:47	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.