PART 1
The teaching profession
CHAPTER 1 Introducing teaching as a profession 2
Julianne Moss
CHAPTER 2 Historical insights into teaching 36
Kylie Shaw

PART 2
Understanding learning and learners
CHAPTER 3 Student learning 78
Michael C Nagel
CHAPTER 4 Understanding and motivating students 118
Michael C Nagel
CHAPTER 5 Learner diversity, pedagogy and educational equity 152
Julianne Moss

PART 3
Preparation, practice and process
CHAPTER 6 The curriculum 186
Will Letts
CHAPTER 7 Planning for practice: connecting pedagogy, assessment and curriculum 212
Sally Godinho
CHAPTER 8 Pedagogy: the agency that connects teaching with learning 254
Sally Godinho
CHAPTER 9 Organising the learning environment 296
Kylie Shaw
CHAPTER 10 Teaching with information and communication technologies 330
Nicola F Johnson
CHAPTER 11 Interactive student engagement and management 362
Jenny Mackay
CHAPTER 12 Assessment, feedback and reporting 420
Kaye Lowe
PART 4
Effectiveness, professionalism and the future

CHAPTER 13 Reflective practice 480
Will Letts

CHAPTER 14 Theorising about teaching practice 508
Michèle McGill

CHAPTER 15 Professional, ethical and legal issues for teachers 554
Rick Churchill & Amanda Keddie

CHAPTER 16 The future of teaching: schooling, equity and social change 592
Amanda Keddie & Rick Churchill

GLOSSARY 621
INDEX 629
PART 1 The teaching profession 1

CHAPTER 1 Introducing teaching as a profession 2
Teaching in the twenty-first century 6
The ‘apprenticeship of observation’ 6
Teaching as a profession, teachers as professionals 7
The Australian Professional Standards 9
Continuity and change 10
Teaching matters: a new era for teaching and learning 12
Developing your teacher identity 15
Storying teaching 15
Theorising teaching and identity 16
Enacting beliefs and values 17
Transforming personal identity 17
Pedagogy 19
Pedagogical knowledge 19
Pedagogical renewal in Australia 21
The Australian Curriculum 25
Reflective practice 26
Entering the profession 27
Assessment of pre-service and graduating teachers 27
Contributing to the professional knowledge base 29
Summary 31
From theory to practice 32
References 32

CHAPTER 2 Historical insights into teaching 36
A critical perspective and transformative teaching 39
The value of a critical perspective 40
Social, political, economic and cultural factors shaping education 41
Stakeholders and educational interests and needs 44
Governance 45
Shaping the profession 47
Discourses of education 49
Discourses of the child 51
Theory and practice in educational discourse 52
Pedagogy, curriculum, classroom management and technologies 53
Pedagogy 54
Curriculum 56

PART 2 Understanding learning and learners 77

CHAPTER 3 Student learning 78
Domains of learning 81
What is ‘learning’? 82
Theoretical perspectives of learning 84
New insights into learning 92
How the brain learns — contemporary scientific insights 93
Retaining what is learned 99
Enhancing learning 104
Multiple intelligences 105
Emotional and social intelligences 107
Summary 112
From theory to practice 113
References 114

CHAPTER 4 Understanding and motivating students 118
Understanding students 121
The twenty-first century learner 121
Talkin’ about a new generation? 124
Motivating students 128
Theories of motivation 128
Emotions and motivation 130
The problem with rewards 133
Motivation to learn 135
The impact of stress, anxiety and learned helplessness 136
Limiting stress and enhancing success 137
Engaging motivation and learning in the twenty-first century 140
Fostering motivation 141
Summary 145
From theory to practice 146
References 146
CHAPTER 5 Learner diversity, pedagogy and educational equity 152
Understanding diversity and difference 155
Naming equity groups in Australian policy 156
Explaining student diversity 158
Professional knowledge and educational equity 159
Special education: three decades of critique 160
Discourse in everyday practice 162
Who is responsible for equity? 163
High-quality, high-equity curriculum and pedagogy 164
Teaching all students 166
Supporting learner diversity 167
Planning multilevel curriculum and inquiry 169
Negotiated and inquiry learning in Australia 169
Essential questions 170
Inquiry learning and activist teaching 170
How equity works in practice 173
Investigating practice and taking action 173
Developing a supportive and productive learning environment 175
Pedagogies to look for 177
Using supports in the classroom to ensure curricular justice 180
Summary 181
From theory to practice 182
References 182

PART 3 Preparation, practice and process 185

CHAPTER 6 The curriculum 186
What is curriculum? Exploring the notion of curriculum 188
Differentiating curriculum from syllabus documents 189
A pedagogical view of curriculum 190
Curriculum as lived experience 192
Pondering the Australian Curriculum 193
Curriculum as cultural construction 195
Whose knowledge is of most worth? 196
Who sees themselves within the curriculum? 196
Models of curriculum 198
Integrated curriculum 198
Inquiry-based curriculum 199
Arts-based curriculum 200
Emergent curriculum 201
Outcomes-focused curriculum 202
The hidden curriculum 203
Hidden curriculum as implicit and unintended 203
Teachers as curriculum workers 204
Teachers as critical consumers and creators of curriculum 205
Curriculum as praxis 206
Curriculum exceeds the textbook 207
Curriculum as a shared understanding 207
Summary 209
From theory to practice 209
References 210

CHAPTER 7 Planning for practice: connecting pedagogy, assessment and curriculum 212
Curriculum, pedagogy assessment 215
Curriculum 216
Pedagogy 217
Assessment and reporting 217
Layers of curriculum planning: macro to micro 219
The Australian Curriculum 220
International Baccalaureate 220
Some guiding principles for planning 222
Planning must retain a degree of flexibility 223
Planning begins with knowing your students 223
Planning should include negotiation with students about some aspects of the learning 223
Planning requires attention to intellectual engagement 224
Planning entails a critically reflective stance 224
Planning at the micro-level: individual lesson plans 226
Strategic planning for lessons 227
Planning a unit of work: a sequence of lessons 232
What might a unit planner look like? 234
Learning experiences 237
Inquiry-based pedagogy 240
Inquiry as a systematic, sequenced study 241
Planning to differentiate the learning for student diversity 242
Individual learning plans and contracts 244
Summary 247
From theory to practice 248
References 249

CHAPTER 8 Pedagogy: the agency that connects teaching with learning 254
Connectedness: knowing yourself 257
The discipline of noticing 258
Storying your practice 258
Cycles of personal development 259
Pedagogies of practice 260
Productive Pedagogies 261
Critical pedagogy 262
Pedagogical content knowledge (PCK) 263
Technological pedagogies 264
Instructional pedagogy: explicit teaching 265
What distinguishes the practice of expert teachers? 267
Rethinking a definition of pedagogy 268
Pedagogy and learning spaces 269
The physical environment 269
Reggio Emilia schools 271
Collaborative pedagogy: establishing the classroom culture 272
Classroom discourses 273
Building relationships 274
Working as a group 275
Cooperative learning 275
Teacher-facilitated group work 278
Dialogic pedagogy 279
Learning to question: questioning to learn 280
Framing questions 281
Student questions 282
Substantial conversations 282
Dispositional thinking pedagogy 285
Categories of thinking 285
Summary 289
From theory to practice 290
References 290

CHAPTER 9 Organising the learning environment 296
Creating effective classroom learning environments 299
A focus on professional knowledge 299
Proactive planning 300
Applying your professional knowledge in context 301
A model for organising the learning environment 303
Examining the model 303
Learning-friendly classrooms 304
Sociocultural principles 304
Safe and supportive school environments 304
Implementation 305
Planning for teaching in an ILFE 315
Challenge and engagement 317
Facilitating learning 317
Challenging and engaging? 319
Classroom practice 320
Tools and issues 321
Putting it all together 321
Summary 324
From theory to practice 325
References 325

CHAPTER 10 Teaching with information and communication technologies 330
The nature of technology and ICTs 332
Educational technologies 333
Technological pedagogical content knowledge 333
Approaches to ICTs in schools 335
Attitudes to ICTs 335
Funding 337
Behind the times 338
Planning for teaching with ICTs 340
Persistence and attitude to ICTs 341
Access 341
Skills 342
Functionality 343
Confidence 344
Concerns and restrictions 344
Letting go 345
The computer practice framework 346
Transforming the curriculum 348
Curriculum transformation 351
Examples in practice 351
Summary 358
From theory to practice 358
References 359

CHAPTER 11 Interactive student engagement and management 362
Establishing an effective learning environment 367
Basic behaviour responsibilities 367
Proactive management 368
Behaviour guidelines 371
Planning for student engagement and management 375
Understanding student behaviour 377
Working from a positive mindset 380
Planning for behaviour 381
Strategies and skills to effectively engage and manage students 385
Managing behaviour 386
Six-step strategy for taking control 387
Applying interactive skills 392
Reflecting on your management 404
Reflecting on a teacher’s role 405
Reflecting on student management 405
When it’s working 406
When it’s not working 407
Behaviour management plan 413
Summary 415
From theory to practice 416
References 418

CHAPTER 12 Assessment, feedback and reporting 420
Assessment in learning and assessment audiences 425
Evidence-based learning 428
Assessment for learning 431
Theoretical frameworks for conceptualising student achievement 432
The link between assessment, curriculum, teaching and learning 434
Assessment can be problematic 435
Assessment concepts and terminology 436
Formal and informal assessments 436
Diagnostic assessments 438
Summative and formative assessments 438
Assessment for, of and as learning 441
### CHAPTER 15 Professional, ethical and legal issues for teachers

- The nature of teachers’ work 557
- Conceptions of teachers’ work 558
- What constitutes good teaching? 559
- Teachers’ thinking about their work 560
  - Teachers’ thinking through the career life cycle 560
  - Other perspectives on teachers’ thinking 561
- Teacher culture 562
- Professionalism and accreditation 563
  - The development of professional standards in Australia 564
  - The implications of professional standards for teachers 566
- Ethical frameworks and codes of conduct for teachers 568
  - The Melbourne Declaration 569
- Teachers and the law 573
  - Teachers, accountability and the law 573
  - Schools, accountability and the law 574
  - Issues in duty of care in practice 576
  - Implications — sufficient and reasonable 578
  - Issues in duty of care revisited 579
- Professional learning for your career 581
  - Ongoing professional development 582
  - Professional associations 584

**Summary** 588
**From theory to practice** 589

---

### CHAPTER 16 The future of teaching: schooling, equity and social change

- The purposes of schooling 595
  - Schools in crisis? 595
  - Can schools be neutral or apolitical? 596
- Equity: a mandate of schooling 597
  - A brief history of the purposes of mass schooling 598
- Contemporary teacher practice: realities and constraints 600
  - A snapshot of contemporary teacher practice 601
  - Attempting to address inequity through education 602
- The broader social change context 604
  - Political–economic trends impacting on schools 604
- Teachers making a difference 607
  - Teacher practice: critical and socially just pedagogy 607
- Supporting equity and justice: further considerations 613
  - The school 614
  - Beyond the school 615
  - Relationships at the core of teachers’ work 616

**Summary** 618
**From theory to practice** 618
**References** 619

---

**Glossary** 621
**Index** 629