978-1-107-69595-5 - Sustainable Learning: Inclusive Practices for 21st Century Classrooms Lorraine Graham, Jeanette Berman and Anne Bellert Index

More information

# Index

'8 Aboriginal ways of learning' program, 170 Abbott Government, 84 Aboriginal and Torres Strait Islander students learning-related risk-taking, 181 personalised learning plans, 109, 111-12 'shame', 181 teacher expectations for student performance, 174 action research, 119, 204 active learning, 2, 25 adjustments, for students with disabilities, 8 adolescence, cognitive reorganisation and educational needs, 42 affect, 98 ako (teaching and learning), 15 anxiety disorders, 106 assessment classroom assessment, 118 contemporary assessment, 106, 113 - 14conventional assessment, 116-17 determining what students have learnt, 111-12 dimensions of, 114 dynamic assessment, 104, 116 ecological assessment, 114 and feedback, 129-32 fitness for purpose, 117–19 formative assessment, 62, 65 framework for classroom assessment, 118 of intended learning outcomes, 127-9 narrative assessment, 115 naturalistic assessment, 115 periodic comparison of results, 128 and predicting future achievement, 128 purpose of, 105 responding to poor results, 128–9 strategies and approaches, 113-17 students with disabilities or learning difficulties, 125 summative assessment, 38, 65 unintended outcomes, 127-8

within the responsible teaching framework, 119-33 assessment as learning, 103, 104, 113 assessment for learning, 103, 104, 108-12, 121, 127 assessment of learning, 103, 104, 107-8, 121, 127 Assessment Tools for Teaching and Learning program, 65 assessment-capable students, 119 assistive and augmentative technology, 115, 220 Atrium Building, Massey University, Auckland, 12–13 ATRIUM capabilities framework active learning, 25 and dimensions of human functioning, 12 elements. 2 and five keys to success, 213-14 as guide to planning instruction, 189, 190 and identification of learning needs, 5,140 and learning that lasts, 203 managing self, 27-8 relating to others, 26 supporting and enhancing student capabilities, 190 and sustainable learning, 25, 125 thinking, 26, 92 using language, symbols and ICT, 26 - 7atriums, as metaphor for growth and learning, 12–13 attention deficit hyperactivity disorder (ADHD), 90, 92, 106, 154-5 attention and task persistence, 90, 217 attributions, 32 Australia, legislation underpinning inclusive education, 8-9 Australian Institute of Teaching and School Leadership professional standards for teachers, 54 report on professional learning, 206 role, 50 Australian National Curriculum review, 84

978-1-107-69595-5 - Sustainable Learning: Inclusive Practices for 21st Century Classrooms Lorraine Graham, Jeanette Berman and Anne Bellert Index

More information

#### Index

autism spectrum disorders (ASD), 41, 92, 96, 106, 148-9 automaticity, 37, 217-18 behaviour management, 63-4 Binet, Alfred, 89 Binet-Simon scale, 89 Bloom's revised taxonomy, 37, 92, 176-7 Bloom's taxonomy, 37 boundary practices, 207 Building Act 2004 (NZ), 9 child development, typical rate and pattern, 87 classes, as groups of learners, 125 classroom assessment, framework for, 118 classroom management, 63-4, 93-5, 161 - 2classrooms, assumptions about, 67 cognition, nature of, 88, 89 cognitive capacity, 88 cognitive development, 89 cognitive education, 92, 175-6 cognitive neuroscience, 39-42 cognitive processes of learning Bloom's revised taxonomy, 37, 92, 176-7 in the classroom, 38–9 controlled and automatic processing, 36 - 7importance of, 26 information processing, 33, 35 levels and types of thinking, 36-9 Structure of the Observed Learning Outcome (SOLO) taxonomy, 38 teachers' understanding of, 23, 32–3 cognitive processing, models of, 91-4 cognitive psychology, 89 collaboration, teachers, 60-3 colour blindness, 90 communication skills, teachers, 59 complex constructionist ecology, 83 component skills and learning difficulties, 158 for students, 30 conceptual knowledge nature of, 30 organisation of, 30 confidentiality, 66 consultation, with students with disabilities, 8 contemporary assessment, 106, 113–14 content delivery and assessment, 126–7

differentiated instruction, 187-9 opportunity for practice, 71-2 planning, 109–12 pre-tests and post-tests, 189 reviews and practice of prior content, 215 - 16strategies and approaches, 71, 109 teaching inclusively, 187-8 conventional assessment, 116-17 cultural competence, 85, 122-3 cultural context of learners, mismatch with educational settings, 84-5 culturally responsive teaching, 170–1 curricula, 84 curriculum planning, whole-school curriculum planning, 174 'The dance of life' wellbeing model, 80-1, 207 data literacy, 64 data literacy skills, 64-6 deliberate practice, 160 developmental differences investigation of students, 106, 125 reports on students, 123-4 and student assessment, 125 developmental progression, and new learning, 30 developmental screening, 106-7, 108 Diagnostic and statistical manual of mental disorders (DSM-5), 98, 147 differentiated curriculum, 185 differentiated instruction classroom actions, 187-91 classroom organisation, 186-7 essential skills, 191-6 overview, 184-6 process and purpose, 105-13 and sustainable learning, 224 differentiation, 2 direct and explicit instruction, 69-70 direct instruction, 159 disabilities describing people with, 7-8 identification of conditions, 124-5 and impairment, 86 labels for, 5, 147-8 online research into, 146 types of impairment, 4 use of diagnostic categories, 98-9, 123-4 see also students with disabilities; terms for specific disabilities or syndromes

978-1-107-69595-5 - Sustainable Learning: Inclusive Practices for 21st Century Classrooms Lorraine Graham, Jeanette Berman and Anne Bellert Index

More information

## Index

disability categories, 147-8 legal definition, 8 sociocultural perspective, 86 Disability Discrimination Act 1992 (Cwlth), 8, 147 **Disability Standards for Education 2005** (Cwlth), 8 distance learning, 84 dynamic assessment, 104, 116 dynamic systems theory, 82 e-assessment, 115 ecological assessment, 114 ecological view of learning, 80-3, 114 Education Act 1989 (NZ), 9 education for sustainable development, 14 - 15educational achievement, and social background, 84-5 educational attainment rates, 52-3 educational interventions, 176 educational practice, impact of neuroscience findings, 41–2 effective teaching and educational attainment rates, 52 - 3general features, 49 and inclusive education, 52-3 management of diversity, 85 and student outcomes, 51 Egan, Kieran, 187 '8 Aboriginal ways of learning' program, 170emotional aspects of learning, strategies for supporting, 214 emotional climate, 95 emotional development, and learning difficulties, 96 ethic of care, 13-14 ethical obligations, 50-1 ethical practice, 66 evaluation, teacher practice, 58, 132-3, 196 evidence-based practice, 41, 174-5 external influences upon learning, 83-6 family-school partnerships, 84, 142 feedback following assessment, 129-32 scripts for, 131 for students, 30, 113 to improve student outcomes, 160

filtering of information and stimuli, 89-90 financial provisions for schools, 83-4 fixed mindsets, 180 flexible activities, using, 193-4 fluid intellectual abilities, 92 formative assessment, 62, 65 frameworks to guide practice assessment, 108 general, 53-4 general learning behaviours, strategies for supporting, 216 Global trends in professional learning and performance and development: some implications and ideas for the Australian education system (AITSL report), 206 growth mindsets, 175, 177, 180-1 habits of mind, 38-9 health, and learning success, 88 hearing problems, 91 help-seeking strategies, 181-4 heuristics, 185 hidden curriculum, 108 Higher School Certificate, New South Wales, 108, 121 higher-order thinking, 92 holistic perspective, 82 holistic views of learning, 80-3 home-school partnerships, 84, 142 human resource management, 60 Human Rights Act 1993 (NZ), 9 human wellbeing, indigenous models, 80 - 2idiographic assessment, 113 impairment, 86 inclusion philosophy, 4-5 inclusive education and effective teaching, 52–3 priorities in New Zealand, 9 and professional development research, 206-7 underpinning legislation in Australia, 8-9 underpinning legislation in New Zealand, 9 inclusive practices content delivery, 187-8 nature of, 2 The Incredible Years, Parents, Teachers, and Children Training Series, 95

978-1-107-69595-5 - Sustainable Learning: Inclusive Practices for 21st Century Classrooms Lorraine Graham, Jeanette Berman and Anne Bellert Index

More information

|--|

indigenous models of human wellbeing, 80-2, 207 information and communications technology (ICT), using, 26–7 information processing limited central capacity theory, 33 memory, 34 model of cognitive processing, 33, 35 information processing learning theory, 33, 35, 89 instruction culturally responsive teaching, 170-1 general orientations to, 169-75 professional mind frames, 171-4 teaching for successful intelligence, 171 see also differentiated instruction instructional approaches in classroom context, 68 deliberate practice, 160 direct and explicit instruction, 69-70 direct instruction, 159 feedback, 160 gradual release of responsiblity, 73 reciprocal teaching, 160–1 selecting 'best' approach, 69 strategy instruction, 159 student-centred approaches, 69 task difficulty, grouping and questioning, 159 teacher-directed methods, 69-70 instructional differentiation, 2, 105-13 integration, of students with disabilities or learning difficulties, 4 intellectual disability, 150-1 intelligence conceptualisations of, 92 Sternberg's model of successful intelligence, 92, 171 'intelligence' tests, 89 International statistical classification of diseases (WHO), 98, 147 interpersonal dimensions of learning, 93-5 interpersonal functioning, 12–13, 26, 27interpersonal skills, teachers, 59-60 intervention planning, 143-4 interventions, 62 intrapersonal dimensions of learning, 95 - 8intrapersonal functioning, 12-13, 27

Ka hikitia – managing for success: the Māori Education Strategy 2008-2012,9 keys to success program, 213-14 Kura Kaupapa Māori, 82 labels for disabilities/learning difficulties sources of, 5, 6, 98-9 understanding, 123-4, 147-8 use of, 6–7 language describing people with disabilities, 7-8 phonemic awareness, 91 receptive language, 91 speech and learning, 90–1 using different forms, 26–7 language disorders, 151-2 learning cognitive dimensions, 88-94 cognitive process of, 23 as development and self-regulation, 31 - 3ecological view of, 80-3, 103 general learning and thinking strategies, 215-19 holistic view of, 80-3 interpersonal dimensions, 93-5 intrapersonal dimensions, 95-8 as multifaceted, 24 and perception, 90-1 physical dimensions, 87-8 principles of, 28 readiness to learn, 31 social and emotional factors, 213-15 sociocultural tools for learning how to learn, 217 strategies for enhancing, 213–20 strategies for supporting social and emotional aspects, 214 see also student learners learning for all and inclusive education, 3-9, 23-4 supporting, 142-4 teaching for, 158–62 Learning in Depth program, 187 learning difficulties labels for, 5, 123-4 nature of, 4 online research into, 146 and sustainable learning, 144 use of term, 6-7 see also students with learning difficulties

978-1-107-69595-5 - Sustainable Learning: Inclusive Practices for 21st Century Classrooms Lorraine Graham, Jeanette Berman and Anne Bellert Index

More information

## Index

learning environment, versus classrooms, 67 learning intentions setting, 193 targetting, 70-1 learning strategies, 95 help-seeking, 181-4 how to teach, 179-80 overview, 177-8 risk-taking, 181 learning that lasts, 11-16, 203-4 learning theories, 25, 89 learning trajectories, 108 legislative frameworks, 53-4 lesson pacing, 73 lesson planning, 193 lesson structure, 72–3 lessons, understanding of term, 67 lifelong learning definitions, 2, 205 as a journey, 204-9 and sustainable learning, 2 literacy and language, 26-7 and student learning, 217 long-term memory, 34 Māori meeting house (wharenui), 208 Māori wellbeing models, 80 Maslow's hierarchy of needs, 139 mastery, development of, 30 material resource management, 60 mathematical skills basic skills, 218-19 problem-solving, 219 strategies for developing, 218–19 and students with learning difficulties, 158memory, 34 memory skills, and learning achievement, 91 mental health disorders, 154 mental wellbeing, 80 metacognition, 32-3 metaphors, for learning experiences, 207 - 9microskills, 162 mind frames, 169-75 mindsets, 50, 175, 177, 180 'Minimbah learning journey', 111–12 mirror neurons, 41, 96 mood disorders, 106 motivation, 30, 32

motor skills development, and learning success, 87 named learning difficulties, 4, 7 see also students with learning difficulties narrative assessment, 115 National Assessment Program - Literacy and Numeracy (NAPLAN), 64, 115, 121 National Certificate of Educational Achievement, New Zealand, 108, 121 naturalistic assessment, 115 'nature versus nurture' debate, 96 neuroplasticity, 40-1 New Zealand legislation underpinning inclusive education, 9 national curriculum, 84 priorities for inclusive education, 9 New Zealand Disability Strategy: making a world of difference, whakanui oranga, 9 New Zealand Teachers Council code of ethics, 54 role, 50 'normalisation', principle of, 4 NSW Board of Studies Disability Provisions for the Higher School Certificate, 115 numeracy and language, 26-7 supporting strategies, 218–19 'on the same basis', 8 on-the-spot adjustments, 190-1, 195-6 on-the-spot differentiation, 185 on-the-spot microskills, 192 online education, 84 organisational skills, teachers, 59 pedagogical content knowledge, 68 pedagogy, 67-8 perception, and learning, 90-1 personalised learning plans, 109–12 phonemic awareness, 91 physical activity, to support cognitive activity, 88 physical dimensions of learning, 87-8 physical disability, 152-3 physical environment of schools, 122 physical health, and learning success, 88

978-1-107-69595-5 - Sustainable Learning: Inclusive Practices for 21st Century Classrooms Lorraine Graham, Jeanette Berman and Anne Bellert Index

More information



physical safety, and learning success, 88 Positive Behaviour for Learning program, 95 'positive focusers', 204 positive psychology, 95–6 positive teacher-student relationships, 173prior knowledge, and new learning, 30 privacy, 66 Privacy Act 1988 (Cwlth), 66 Privacy Act 1992 (NZ), 66 Privacy Amendment (Enhancing Privacy Protection) Act 2012 (Cwlth), 66 professional learning communities, implementing, 62-3 professional learning of teachers, 205-7, 225 professional skills in the classroom instructional approaches, 68 lesson structure, 72–3 overview, 67 pedagogy, 67-8 professional skills of teachers behaviour management, 63-4, 161-2 collaboration, 60-3 communication skills, 59 data literacy skills, 64-6 ethical practice, 66 human and material resource management, 60 interpersonal skills, 59-60 organisational skills, 59 overview, 58-9 QuickSmart programs, 133, 188, 206 reading skills reading comprehension, 218 and students with learning difficulties, 158supporting strategies, 217-18 work reading and automaticity, 217-18 recalling knowledge, 215-16 receptive language, 89, 91 reciprocal teaching, 160–1 relating to others, 26 response to intervention (RtI), 143-4 responsibility, gradual release of, 73 responsive teaching framework (RTF) and assessment, 119-33 and components of teaching-learning cycle, 53-8

content delivery, 56, 126-7 evaluation of teacher practice, 58, 132 - 3evidence of learning, 57, 127-9 facilitating learning for all, 57, 127 feedback, 58, 129-32 frameworks to be considered, 53-4, 121-2 learning needs of students, 55-6, 123 - 6teacher's self-knowledge, 55, 122-3 and teaching that matters, 10 responsive teaching practices and action research, 204 and sustainable learning, 9-10, 224 risk-taking, 181 routine procedures, using, 193 safety, and learning success, 88 scaffolding of learning, 23, 70, 159 School Measurement, Assessment and Reporting Toolkit, 64 schools choosing, 209-10 facilities and resources, 122 family-school partnerships, 84, 142 funding, 83-4 home-school partnerships, 84, 142 special educational options, 210 structural factors, 84 self-efficacy, 32 self-esteem regarding learning, 215 self-knowledge, of teachers, 108-12 self-management, 27-8 self-regulated learning, 25, 32, 96-8 sensory development, and learning success, 88 'shame', in Aboriginal sense, 181 short-term memory, 34 Simon, Theodore, 89 simplicity principle, 169 social aspects of learning, strategies for supporting, 214 social background, and educational achievement, 84-5 social competence, 214–15 social skills programs, 183 sociocultural learning tools, using for learning, 217 sociograms, 125-6 SOLO taxonomy, 38, 92, 176, 189-90, 203 Special Assessment Conditions, New Zealand, 115

978-1-107-69595-5 - Sustainable Learning: Inclusive Practices for 21st Century Classrooms Lorraine Graham, Jeanette Berman and Anne Bellert Index

More information

## Index

speech, and learning, 90-1 stage/multi-store memory theory, 34 Sternberg's model of successful intelligence, 92, 171 strategy instruction, 159 structural factors, related to schools, 84 Structure of the Observed Learning Outcome (SOLO) taxonomy, 38, 92, 176, 189-90, 203 student behaviour, 95 student engagement, 30 student learners capabilities versus deficits, 5 determining needs, 5-6, 108, 123-6, 139 external influences on, 83-6 focus on individual needs, 5-6 Indigenous models, 16 individual needs and content delivery, 189 learner characteristics and barriers to learning, 157 student motivation, 30, 32 student outcomes, and effective teaching, 51 student performance assessment and monitoring, 196 expectations for Aboriginal students, 174high expectations for, 173-4 predicting future achievement, 128 teacher-mediated influences, 140 student understanding probing, 194 questioning to check understanding, 71 reteaching and extending, 194-5 seeking proof of, 72 using 'different ways' to support, 195 student-centred learning approaches, 69 students, as teachers, 67 students with disabilities adjustments for, 88 assessment, 125 and complex learning difficulties, 156 impact of 'normalisation' principle, 4 inclusion philosophy, 4-5 integration into regular classrooms, 4 need for learning or behaviour support, 6 provision of education, 4-9 and sustainable learning, 144

transition from school, 210–12 transition to school, 210-12 see also disabilities; disability students with learning difficulties barriers to learning, 157 in basic academic skills, 156-7 complex learning difficulties and disabilities, 156 in component skills, 158 and emotional development, 96 see also learning difficulties; named learning difficulties summative assessment, 38, 65 sustainability, challenge of, 14 sustainable education, 14-15 sustainable learning disabilities and learning difficulties, 144 ecological and holistic nature, 15–16 ethic of care, 13-14 foundations of, 87 key organising ideas, 2–3 learning for all, 3-9, 23-4, 142-4, 158 - 62and learning needs, 81 learning that lasts, 11-16, 203-4 nature of, 2, 14-15, 224 and responsive teaching practices, 9-10, 224 supporting and hindering factors, 83 sustainable education and education for sustainable development, 14-15 teaching that matters, 9-11, 49-50, 51-2, 169 symbols, 26-7 task difficulty, control over, 159 'Te aho matua', 82, 84 Te Reo Māori, 15, 82 'Te whare tapa wha' human health model, 80, 81, 207 'Te wheke' human health model, 80, 81 teacher aides, using, 188 teacher practice evaluation, 58, 132-3 reflecting and refining, 196 teacher-student relationships, 173 teacher-directed instructional methods, 69-70 teachers as change agents, 225 cultural competence, 122–3 ethical obligations, 50-1

978-1-107-69595-5 - Sustainable Learning: Inclusive Practices for 21st Century Classrooms Lorraine Graham, Jeanette Berman and Anne Bellert Index

More information



factors influencing success of teaching and learning, 85 features of effective teachers, 49 influence on student performance, 140 knowledge of cognitive processes of learning, 23 as learners, 67 life-long professional learning, 205-7, 225 as 'positive focusers', 204 self-knowledge, 108-12, 122-3 societal expectations of, 51 see also professional skills in the classroom; professional skills of teachers teaching culturally responsive teaching, 170-1 determining what students have learnt, 111–12 general orientations to instruction, 169-75 for learning for all, 158-62 planning content delivery, 109-12 responsive teaching practices, 9-10 selecting appropriate strategies and approaches, 109 strategies for enhancing learning, 213-20 for successful intelligence, 171 for sustainable learning, 2, 51–2 transparent and strategic teaching, 175 teaching profession, 50-3 teaching that matters, and sustainable learning, 9-11, 49-50, 51-2, 169 thinking development of skills, 92-4, 215 and emotions, 95

evidence of, 89 higher-order thinking, 92 and learning, 26 levels and types, 36-9 time on task, 72–3 transition plans, 210–12 transition-to-work programs, 210-12 transitions between schools, 210 from school, 210-12 importance of managing, 209 to school, 209-10 transparent and strategic teaching, 175 travelling metaphor, 208 Triple P – Positive Parenting Program, 95 tuakana teina (older person, younger person), 15 UNESCO, Education for All initiative, 3 unjustifiable hardship, 8 Victor of Aveyron, 86 visual dyslexia, 90 visual motor integration, 88 Vygotsky, Lev, 82, 116 whānau (family), 15 whole-school curriculum planning, 174 working memory, 23, 34-5, 216 writing skills, 158 written language, 27 'You can do it' keys to success program,

You can do it' keys to success program, 213–14

zone of proximal development, 116