Contents

Foreword by John Loughran page v
Foreword by Clare Kosnik vii
Authors xvi
Acknowledgements xix
Using your VitalSource eBook xxii

Introduction 1

Part I: Introduction 7

Chapter 1 Teaching in the twenty-first century 9
Jeanne Allen and Simone White
Learning objectives 9
Introduction 9
Key concepts of twenty-first-century teaching and learning 11
Teachers’ work in Australia 15
Teacher professional standards 20
Planning your professional learning trajectory 25
Summary 30
Review questions 31
Research topic 31
Further reading/resources 32
References 32

Part II: Professional knowledge 37

Chapter 2 Understanding the education landscape: policy, practice and context 39
Simone White
Learning objectives 39
Introduction 39
Policy studies 41
## Contents

What is the role of policy? 51  
Policy in context 61  
New policies for the twenty-first-century teacher 63  
Summary 69  
Review questions 70  
Research topic 70  
Further reading/resources 71  
References 71  

### Chapter 3 Effective pedagogy for student learning 74  
*Anne Coffey*

Learning objectives 74  
Introduction 74  
Knowing your students and how they learn 75  
Pedagogy: the complex relationship between teaching and learning 78  
Different pedagogical approaches 86  
The pedagogy of effective teachers 101  
Summary 105  
Review questions 106  
Research topic 106  
Further reading 106  
References 107  

### Chapter 4 Teaching with digital technologies 111  
*Amber McLeod, Kelly Carabott and Catherine Lang*

Learning objectives 111  
Introduction 111  
Digital technologies and you 113  
Digital technologies in schools 122  
Using digital technologies in class 132  
Sourcing appropriate digital technologies for your classes 140  
What should I be teaching my students? 144  
Summary 150  
Review questions 151  
Research topic 151  
Further reading/resources 152  
References 154  

### Part III: Professional practice 159  

### Chapter 5 Curriculum, pedagogy, assessment and reporting 161  
*Madonna Stinson and Suzanne Henden*

Learning objectives 161  
Introduction 161
The message systems of education 163
Curriculum 167
Pedagogy 174
Assessment 177
Reporting 189
Summary 193
Review questions 194
Research topic 194
Further reading 194
References 194

Chapter 6 Planning for teaching 198
Linley Cornish, Michelle Bannister-Tyrrell, Jennifer Charteris, Kathy Jenkins and Marguerite Jones
Learning objectives 198
Introduction 198
‘Big picture’ planning 200
Planning at classroom level 209
Sample lesson plans and units of work 217
Other planning considerations 231
Summary 236
Review questions 237
Research topic 237
Further reading 237
References 238

Chapter 7 Student diversity, education and social justice 243
Leonie Rowan
Learning objectives 243
Introduction 243
Australia’s diverse student population 246
Teacher quality and teacher power 250
Knowledge and skills for working with diverse learners 252
Working to include, value and celebrate diverse learners 257
Summary 268
Review questions 269
Research topic 269
Further reading 270
References 270

Chapter 8 Understanding classroom management 275
Jeanne Allen and Michelle Ronksley-Pavia
Learning objectives 275
Introduction 275
<table>
<thead>
<tr>
<th>Chapter</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Classroom management: historically, socially and culturally contextualised</td>
<td>278</td>
</tr>
<tr>
<td></td>
<td>Theoretical approaches to classroom management</td>
<td>283</td>
</tr>
<tr>
<td></td>
<td>Managing the classroom for diverse learners</td>
<td>288</td>
</tr>
<tr>
<td></td>
<td>Classroom management frameworks and plans</td>
<td>296</td>
</tr>
<tr>
<td></td>
<td>Summary</td>
<td>302</td>
</tr>
<tr>
<td></td>
<td>Review questions</td>
<td>303</td>
</tr>
<tr>
<td></td>
<td>Research topic</td>
<td>304</td>
</tr>
<tr>
<td></td>
<td>Further reading/resources</td>
<td>304</td>
</tr>
<tr>
<td></td>
<td>References</td>
<td>304</td>
</tr>
<tr>
<td>Chapter 9</td>
<td>Creating engaging and motivating learning environments</td>
<td>309</td>
</tr>
<tr>
<td>Andrea Reupert and Stuart Woodcock</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Learning objectives</td>
<td>309</td>
</tr>
<tr>
<td></td>
<td>Introduction</td>
<td>309</td>
</tr>
<tr>
<td></td>
<td>Positive teaching and learning environments</td>
<td>311</td>
</tr>
<tr>
<td></td>
<td>Engaging and motivating teaching practices</td>
<td>317</td>
</tr>
<tr>
<td></td>
<td>The student–teacher relationship</td>
<td>323</td>
</tr>
<tr>
<td></td>
<td>Responding to students’ off-task behaviour</td>
<td>325</td>
</tr>
<tr>
<td></td>
<td>Summary</td>
<td>329</td>
</tr>
<tr>
<td></td>
<td>Review questions</td>
<td>330</td>
</tr>
<tr>
<td></td>
<td>Research topic</td>
<td>330</td>
</tr>
<tr>
<td></td>
<td>Further reading</td>
<td>331</td>
</tr>
<tr>
<td></td>
<td>References</td>
<td>331</td>
</tr>
<tr>
<td>Part IV:</td>
<td>Professional engagement</td>
<td>335</td>
</tr>
<tr>
<td>Chapter 10</td>
<td>Communication skills with students, staff and parents/caregivers</td>
<td>337</td>
</tr>
<tr>
<td>Wendy Goff</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Learning objectives</td>
<td>337</td>
</tr>
<tr>
<td></td>
<td>Introduction</td>
<td>337</td>
</tr>
<tr>
<td></td>
<td>Theoretical underpinnings of education-based communication</td>
<td>339</td>
</tr>
<tr>
<td></td>
<td>Facilitators and barriers to education-based communication</td>
<td>343</td>
</tr>
<tr>
<td></td>
<td>Models of communication</td>
<td>344</td>
</tr>
<tr>
<td></td>
<td>A closer look at education-based communication</td>
<td>347</td>
</tr>
<tr>
<td></td>
<td>Strategies and skills for education-based communication</td>
<td>353</td>
</tr>
<tr>
<td></td>
<td>Professional reflection</td>
<td>361</td>
</tr>
<tr>
<td></td>
<td>Summary</td>
<td>363</td>
</tr>
<tr>
<td></td>
<td>Review questions</td>
<td>364</td>
</tr>
<tr>
<td></td>
<td>Research topic</td>
<td>365</td>
</tr>
<tr>
<td></td>
<td>Further reading/ resources</td>
<td>365</td>
</tr>
<tr>
<td></td>
<td>References</td>
<td>365</td>
</tr>
</tbody>
</table>
### Chapter 11 Becoming a teaching professional: ethical and legal issues

*Elaine Sharplin, Christine Howitt and Deborah Wake*

- Learning objectives 369
- Introduction 369
- Teaching as a profession 371
- The ethics of the teaching profession 379
- Legal requirements 388
- Summary 402
- Review questions 403
- Research topic 403
- Further reading 404
- References 404

**Index** 414