

# Contents

<i>Foreword by John Loughran</i>	<i>page v</i>
<i>Foreword by Clare Kosnik</i>	<i>vii</i>
<i>Authors</i>	<i>xvi</i>
<i>Acknowledgements</i>	<i>xix</i>
<i>Using your VitalSource eBook</i>	<i>xxi</i>
 Introduction	 1
 <b>Part I: Introduction</b>	 <b>7</b>
 <b>Chapter 1</b> Teaching in the twenty-first century	 9
<i>Jeanne Allen and Simone White</i>	
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
 <b>Part II: Professional knowledge</b>	 <b>37</b>
 <b>Chapter 2</b> Understanding the education landscape: policy, practice and context	 39
<i>Simone White</i>	
Learning objectives	39
Introduction	39
Policy studies	41

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
<b>Chapter 6 Planning for teaching</b>	<b>198</b>
<i>Linley Cornish, Michelle Bannister-Tyrrell, Jennifer Charteris, Kathy Jenkins and Marguerite Jones</i>	
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
<b>Chapter 7 Student diversity, education and social justice</b>	<b>243</b>
<i>Leonie Rowan</i>	
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
<b>Chapter 8 Understanding classroom management</b>	<b>275</b>
<i>Jeanne Allen and Michelle Ronksley-Pavia</i>	
Learning objectives	275
Introduction	275

Classroom management: historically, socially and culturally contextualised	278
Theoretical approaches to classroom management	283
Managing the classroom for diverse learners	288
Classroom management frameworks and plans	296
Summary	302
Review questions	303
Research topic	304
Further reading/resources	304
References	304

**Chapter 9** Creating engaging and motivating learning environments 309

*Andrea Reupert and Stuart Woodcock*

Learning objectives	309
Introduction	309
Positive teaching and learning environments	311
Engaging and motivating teaching practices	317
The student–teacher relationship	323
Responding to students’ off-task behaviour	325
Summary	329
Review questions	330
Research topic	330
Further reading	331
References	331

**Part IV: Professional engagement** 335

**Chapter 10** Communication skills with students, staff and parents/caregivers 337

*Wendy Goff*

Learning objectives	337
Introduction	337
Theoretical underpinnings of education-based communication	339
Facilitators and barriers to education-based communication	343
Models of communication	344
A closer look at education-based communication	347
Strategies and skills for education-based communication	353
Professional reflection	361
Summary	363
Review questions	364
Research topic	365
Further reading/resources	365
References	365

<b>Chapter 11</b> Becoming a teaching professional: ethical and legal issues	369
<i>Elaine Sharplin, Christine Howitt and Deborah Wake</i>	
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
<i>Index</i>	414