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TEACHING TO TRANSFORM LEARNING

PEDAGOGIES FOR INCLUSIVE, RESPONSIVE AND SOCIALLY JUST EDUCATION

Educators need a deep understanding and contemporary knowledge of their learners, learning and teaching environments, and communities, making it critical that they cultivate the skills to effectively engage *all* young people in learning. *Teaching to Transform Learning: Pedagogies for Inclusive, Responsive and Socially Just Education* provides a foundational discussion of a range of teaching and learning strategies aiming to engage *all* learners by embracing their lived experiences, histories, contexts and identities.

Part 1 outlines concepts that frame and underpin approaches to pedagogy that are inclusive of and engage all learners. These concepts include: exploring Indigenous ways of knowing, being and doing; traversing identities in navigating the self, school and system; and understanding culturally and religiously responsive pedagogies. Part 2 builds on these concepts and presents contemporary approaches to engage all learners, with a focus on visual art and body-based learning, nature-based approaches and learning outside of the classroom. Part 3 emphasises empowering strategies for skill development and futures thinking for all students, focusing on citizenship education, transdisciplinary inquiry and flipping constructivist pedagogies to better enable depth and breadth of student learning.

Edited by leading academics and researchers in the field of education, *Teaching to Transform Learning* is an exceptional resource for pre- and in-service educators wanting to embrace a range of pedagogical approaches in all educational settings.

Deborah Green is Program Director of the Bachelor of Primary Education (Honours) and Senior Lecturer in Humanities and Social Science Education at the University of South Australia. She is a member of the Centre for Research in Educational and Social Inclusion (CRESI) and founding member of the Humanities and Social Sciences Association of South Australia (HaSS SA).

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EDITED BY

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