

Learning to Teach in the Secondary School

Learning to Teach in the Secondary School presents secondary teaching theory and practice within a contemporary, holistic framework that empowers pre-service teachers to become effective and reflective practitioners. This practical and engaging book includes many valuable teaching resources such as:

- practical examples and case studies based on personal teaching experiences in school systems, to encourage effective education intervention for the empowerment of secondary students
- questions and research topics to emphasise the importance of collaboration and to highlight opportunities for discussion within each chapter
- explicit instructional and behavioural strategies and guidance for pre-service teachers to implement in their classrooms.

Drawing on the wide-ranging expertise of its contributors, *Learning to Teach in the Secondary School* provides teachers with the specialist skills necessary to make a difference to the lives and outcomes of young people at a time of significant physical, social, emotional and cognitive development.

Additional resources are available online at www.cambridge.edu.au/academic/secondaryschool.

Noeline L Weatherby-Fell is Senior Lecturer in the School of Education, Faculty of Social Sciences, at the University of Wollongong.

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Contributors

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Nicoli Barnes is a Lecturer in Education in the School of Education at Charles Darwin University. She has had 25 years experience in teaching in New South Wales. Her research focuses on young people living in disadvantaged circumstances and teaching in the area of educational sociology, inclusion, special needs, social justice and educational research with a particular focus on young people’s experience of disadvantage. Her doctoral research was based on *Youth Off The Streets* and explored how some of the most disadvantaged young people in Australia were able to be reconciled with their education. Other research work has taken her to the United States looking at Charter Schools for social justice and the education of young people dealing with drug addiction. Nicoli is passionate about making education available to all young people regardless of the contexts they might live in. Nicoli previously published under the name of Nicoli Humphry.

Susan Beltman is an Associate Professor in the School of Education at Curtin University. She worked for many years as a school psychologist and is particularly interested in how strategies to promote resilience may be incorporated at whole school, year group, classroom and individual levels. Susan has published in the areas of motivation, mentoring, role model programs and resilience. Her Master’s and PhD research focused on motivation in adolescents and in high-achieving athletes and

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Chris Bigum is an adjunct Professor at the Griffith Institute for Educational Research and lives an unretired academic life on the Gold Coast where he can access swimming pools and surf beaches all year round. He has been teaching about and researching the various interactions between computing and related technologies and formal education policy and practices since the early 1980s. His current interests include ignorance, the delegation of work to machines (soft and hard) and the tortuous, groundhog day writhings of various social systems as they come to terms with an era of knowledge aptly captured in the title of a recent book by David Weinberger: *Too Big to Know: Rethinking Knowledge Now that the Facts Aren't the Facts, Experts are Everywhere, and the Smartest Person In the Room is the Room*.

Nerida Blair (Ned) is a Wakka Wakka woman and National Director of Indigenous Education for the Faculty of Education and Arts at the Australian Catholic University where she is Associate Professor. Nerida has spent three decades working in higher education institutions in New South Wales and Victoria and over one decade in the Public Service in Canberra (Department of Education and Department of Foreign Affairs) and with the Human Rights and Equal Opportunity Commission in Sydney. Nerida's research interests are in Indigenous Knowing and Indigenous research methodologies after her PhD thesis (entitled *Sweet Potatoes, Spiders and Water Lilys: Privileging Australian Indigenous Knowledges Researching in Culturally Relevant and Appropriate Ways and Contexts*) focused her interests. Education is her passion and she believes it to be the most powerful tool that Indigenous peoples have to fully engage in a safe and fulfilling lifestyle. Nerida is concerned that education should be participatory, imag-ined, creative, holistic, sensual and story-based.

Jennifer M Gore has a background in teaching physical education in Adelaide, a Master's degree from the University of British Columbia (1983), and a PhD from the University of Wisconsin-Madison (1990). Jenny's research interests have included teacher socialisation, alternative pedagogy, power relations in teaching, teacher education reform, pedagogical reform, equity, and teacher development. Jenny is currently Professor and Director of the Teachers and Teaching Research Program at the University of Newcastle and on the editorial boards of *Teaching and Teacher Education*, the *Australian Journal of Education*, and *Sport, Education and Society*. She recently completed six years as Dean of Education at the University of Newcastle. Jenny has won more than \$4.1 million in external research funding and is widely published and cited. Her research on Quality Teaching and professional learning

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Graeme Hall was a teacher and principal in schools throughout Queensland for 34 years, developing a deep appreciation of teacher learning and development as the key to the improvement of student learning. He became involved in teacher registration, with a special interest in the role of teacher licensing in initial teacher education and ongoing professional learning. He has held the post of Director of the Queensland Board of Teacher Registration and has managed policy in professional standards, initial teacher education and teacher registration at the national level for Teaching Australia and the Australian Institute for Teaching and School Leadership. Graeme holds Bachelor, Master’s and Doctoral degrees from three Australian universities, and is a Fellow of both the Australian College of Educators and the Australian Teacher Education Association. He is an education consultant, and is an Adjunct Associate Professor at Queensland University of Technology.

Peter Hudson has a PhD from Queensland University of Technology (where he is an Associate Professor) and has lectured in university settings in TESOL education, research methodology, and science education, including lecturing in Earth science and astronomy for secondary pre-service teachers. He has had wide collaborations across Asia, particularly with Japan, Vietnam and Malaysia and was instrumental in establishing an English as a Medium of Instruction degree for the Ministry of Education, Malaysia. His teaching career spans 36 years, including 10 years as a school principal. He has supervised several doctoral candidates to completion. With over 150 publications, his continued focus is on leadership, mentoring, and science.

Suzanne Hudson is Coordinator of Professional Experience (Primary) at the School of Education, Southern Cross University (SCU) and has a teaching career spanning over 35 years. Suzanne’s PhD dissertation was on Middle Schooling and she has over 40 publications. Before moving to SCU, Suzanne was the program coordinator for the Bachelor of Education (Primary) at Queensland University of Technology’s (QUT), Caboolture campus. In 2009 as part of her work at QUT, Suzanne was awarded a *Structural Reform and Diversity Grant* (DEEWR) entitled *Teacher Education Done Differently* (TEDD). In 2013, the TEDD project was recognised with an Australian Award for University Teaching for *Programs that Enhance Student Learning* from the Office of Learning and Teaching. Suzanne is the co-developer of the nationally and internationally acclaimed *Mentoring for Effective Teaching* (MET) professional development program for teachers that has been delivered across Australia and in Hong Kong, the United States and the Philippines. Suzanne’s research focuses on teacher education, mentoring, middle schooling and the development of school/university partnerships and collaborations.

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Rosie Le Cornu is an Adjunct Associate Professor of Teacher Education at the University of South Australia. For 25 years, she taught in professional experience courses in the School of Education in both the undergraduate and graduate programs. Rosie is an experienced teacher and teacher educator with a strong commitment to quality teaching, affective education and social justice. Rosie completed her PhD on the practicum (professional experience) and advocates a professional experience curriculum based on the notions of reflection, collaboration, reciprocity and partnerships. Rosie's current research interests are quality teaching and learning, professional experiences framed around learning communities, the experiences of early career teachers and the role of mentoring. In 2009 Rosie was awarded the *Teacher Educator of the Year* award by the Australian Teacher Education Association and Pearson. In 2010 she was awarded an *Australian Learning and Teaching Council Citation for Outstanding Contribution to Student Learning*. In 2014 she was made a Life Member and Fellow of the Australian Teacher Education Association.

Wendy Moran is currently working as an education consultant in schools, school systems, and for other education bodies. She is also a Research Fellow of the Australian Catholic University (ACU), supervises doctoral students and professional experiences, and conducts research. Since 1995 Wendy has successfully lectured in classroom management, teaching methods, and music education to teacher education students in secondary and primary programs. In 2011 she was appointed senior lecturer at ACU. Wendy is constantly in schools as a university supervisor, which enables her to keep in touch with school issues and, more importantly, classroom behaviour. Her research, including her doctoral work, has focused on the ways in which caring teachers educationally and personally care for students. Wendy's PhD dissertation was on *The Nature of Caring Teachers*.

Jo-Anne Reid is Professor of Education at Charles Sturt University and was originally a secondary English teacher and consultant for English teachers in rural Western Australia before completing her PhD at Deakin University. She has since worked as a literacy teacher educator for nearly 20 years and is particularly committed to the preparation of teachers for schools in rural and remote locations. She has won a range of research grants over her career and was recently part of a team of

researchers studying the assessment of professional teaching standards for the Australian Government Office for Learning and Teaching.

Leonie Rowan is an Associate Professor in the School of Education and Professional Studies at Griffith University. Her research interests relate primarily to the social contexts of education, new technologies, gender, literacy, and the multiple ways in which educators in schools, universities and other learning environments can meet the needs of diverse student populations.

Karen Swabey is the Head of School and an Associate Professor in Health and Physical Education (HPE) Pedagogy in the Faculty of Education at the University of Tasmania. Before entering the university sector she had an extensive career in primary, secondary and senior secondary teaching and school leadership in Tasmania. At the postgraduate level Karen coordinates two HPE-focused units and a unit on coaching and mentoring for professional experience; she also supervises research higher degree students. Karen’s areas of research interest are in human development, social and emotional wellbeing and student preparedness for teacher education.

Val Thomas is an educator and current school principal with 35 years’ experience in regional and remote secondary and central schools of New South Wales. She has a passion for leading contemporary learning and teaching and is committed to promoting student engagement and creativity within a relevant and meaningful curriculum. Val has utilised her positions as Deputy Principal and Principal in several schools to promote teacher leadership and to foster learning communities and embed contemporary pedagogies. Val has worked with pre-service teachers for many years in a variety of roles at school and university levels and places a high priority on mentoring beginning teachers as they join the profession. During her own leadership journey, Val has maintained a focus on professional growth and development, undertaking independent research projects and completing a Master’s of Educational Leadership with Honours.

Noelene L Weatherby-Fell is a Senior Lecturer in the School of Education, University of Wollongong (UOW). Currently a Program Coordinator at UOW Shoalhaven, Noelene provides leadership in curriculum and pedagogy and represents the School and the University on state and national bodies that govern the standards for teacher education courses and their accreditation. A practitioner with over 20 years in schools, Noelene’s research interests include pre-service teacher preparation, epilepsy and society (the focus of her PhD dissertation) and recognition of the individual, including self-esteem/pastoral care of students and teachers. In 2011 the Australian College of Educators and UOW Faculty of Education presented Noelene with an Outstanding Achievement in Education award. Internationally, Noelene’s work with the International Society of Ethical Psychology Psychiatry was recognised in 2012 with an award for Intercultural Research Contributions. Noelene was a

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founding member of the Teacher Education Advisory Board for the Response Ability Project, a Commonwealth initiative with the Hunter Institute of Mental Health focusing on pre-service teacher education and social and emotional wellbeing/mental health. Noelene has presented and written both nationally and internationally on her work in this area. Noelene is a project team member on the Office of Learning and Teaching project BRiTE (Building Resilience in Teacher Education).

Preface

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‘Teachers, you don’t teach a subject, you teach a child’. Deepa Bhushan

The years in which secondary education occur are special for both teachers and students. During these years, learners move from childhood through adolescence to maturity; it is a time of significant personal development for them. Traditionally, there has been a perception that secondary education teachers should focus on teaching a subject, rather than on the individual young person. Contemporary educators acknowledge their role as a facilitator of learning, describing themselves as ‘a guide on the side rather than a sage on the stage’, supporting their students’ progress and celebrating their learnings. The focus now is on the empowerment of teachers to become effective and reflective practitioners who employ high-quality teaching practices framed around a holistic understanding of secondary students, and making a positive difference to their lives and outcomes.

This text is a much-needed handbook for preparing pre-service teachers for their entry into secondary school contexts. In addition, it provides a starting point for developing the required knowledge, skills and practices of an effective teacher. This is an edited book that brings together a range of authors from diverse areas of expertise, all of them keeping in focus the readership of secondary pre-service teachers. The text also supports lecturers in the institutions offering teaching courses. Pre-service teachers need to be aware of the implications of the introduction of the Australian Curriculum; they must keep abreast of all aspects of professional learning and accreditation; all of which have significant ramifications for their professional practice.

Social and emotional wellbeing (SEWB) has emerged in recent times as a key focus for viewing new frameworks of childhood and adolescent development. This emphasis on SEWB has emanated from concerns about increasing levels of mental health problems, and the need for resilience in the increasingly complex 21st century world of social, economic and technological change. SEWB serves to integrate physical, social, emotional and cognitive development in a broader holistic framework than the traditional disciplines of psychology, psychiatry, sociology and education. This contemporary perspective forms the framework for you, the reader, to consider aspects of learning ‘how’ to teach students in the secondary school context.

The authors of this text draw upon personal teaching experiences in school systems and in special education to provide practical examples of effective education intervention. These include those for the empowerment of children and young people, which, in turn, creates an educational climate conducive to the development of social and emotional wellbeing of teachers and students alike.

The text is both practical and engaging; it can be read as hardcopy and in conjunction with the companion website (www.cambridge.edu.au/academic/secondaryschool). Each chapter contains applied learning activities, discussion questions, essay and research topics – many of which provide opportunities for collaboration and peer collegiality. Case studies complement direct instructional and behavioural strategies for you to implement in your classroom experiences. All of them are relevant to curriculum and assessment, as well as providing ways to motivate young learners.

For you – the reader, the learner, the pre-service teacher – as you begin and continue your journey, we (the authors) encourage you, in the words of Ritchart,¹ to: Look out – engage in creative thinking, be open-minded and curious; look in – engage in reflective thinking, use metacognition and be a truth seeker; look at – engage in critical thinking, be strategic and skeptical. As you develop your portfolio and collate evidence towards achieving the graduate standards of the Australian Professional Standards for Teachers, remember that these Standards are the first step on your professional learning journey. Teachers make a difference so make sure that – for you and for your students – it is a positive difference. Best wishes to you as you learn to teach in the secondary school.

Note

1. Ritchhart, R. (2001). ‘From IQ to IC: a dispositional view of intelligence’, *Roeper Review*, April 2001, 143–150.

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This book is the result of the combined efforts, energies and expertise of the chapter authors. It has been an honour to work with each of them; I am grateful for their willingness to be involved in this text and I am privileged to consider them as my colleagues. The experience and wisdoms of each contributor in the domains of teaching in schools and at universities is both acknowledged and appreciated. Together, we have developed a handbook for preparing pre-service teachers during their immersion into secondary school contexts, and a foundation for pedagogical considerations and strategies.

Thank you also to the pre-service teachers and graduate teachers we have taught and learned from, all of whom have played an important role in preparing us to convey our knowings and experiences in this text.

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Noelene L Weatherby-Fell

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