Introduction to Education
Knowledge, Practice, Engagement

Introduction to Education provides pre-service teachers with an overview of the context, craft and practice of teaching in Australian schools as they commence the journey from learner to classroom teacher. Each chapter poses questions about the nature of teaching students, and guides readers though the Australian Professional Standards for Teachers. Incorporating recent research and theoretical literature, *Introduction to Education* presents a critical consideration of the professional, policy and curriculum contexts of teaching in Australia.

Features of *Introduction to Education* include:
- chapter opening stimulus materials and questions to activate prior learning and challenge assumptions
- the voices of experienced teachers, pre-service teachers and students to foster reflective practice skills
- extracts from policy, theoretical and research literature, with accompanying questions to support the development of academic and professional literacy
- authentic classroom examples of planning and implementation that build familiarity with best practice and strategies for differentiation, inclusion and engagement.

This text covers theoretical topics in chapters addressing assessment, planning, safe learning environments, and working with colleagues, families/carers and communities. More practical chapters discuss professional experience and building a career after graduation. Rigorous in conception and practical in scope, *Introduction to Education* welcomes new educators to the theory and practical elements of teaching, learning and professional practice.

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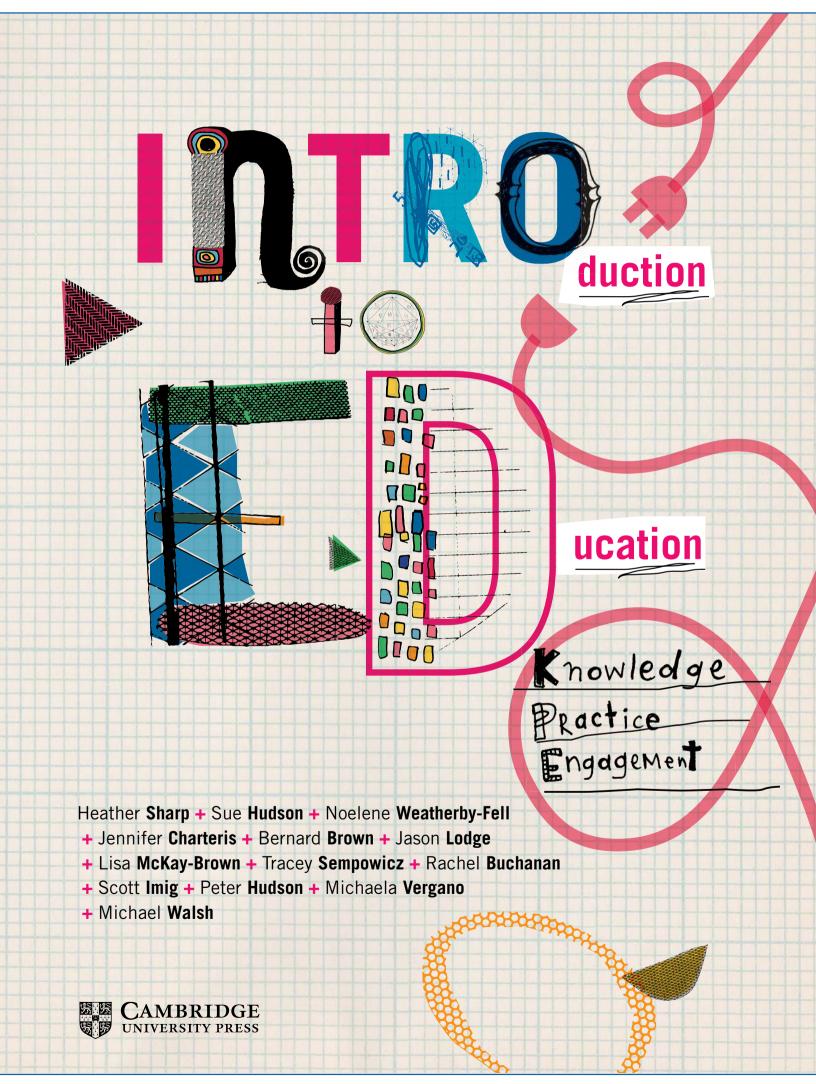# INTRO to ED

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Heather **Sharp** + Sue **Hudson** + Noelene **Weatherby-Fell**
+ Jennifer **Charteris** + Bernard **Brown** + Jason **Lodge**
+ Lisa **McKay-Brown** + Tracey **Sempowicz** + Rachel **Buchanan**
+ Scott **Imig** + Peter **Hudson** + Michaela **Vergano**
+ Michael **Walsh**

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Strait Islander terms and spellings; no disrespect is intended. Please note that the terms
'Indigenous Australians' and 'Aboriginal and Torres Strait Islander peoples' may be used
interchangeably in this publication.*

CONTENTS

PREFACE

Welcome to teaching and the world of education. It is no exaggeration to say that you are entering this profession at a tumultuous time in world history. The role of teachers in the community has grown increasingly visible as whole structures of schooling have been changed almost overnight. We have seen the value of teachers as they transition from face-to-face to online teaching modes – supporting families, students and colleagues in the process. Teachers have shown that the attributes of being adaptable, problem solvers and engaging in collaboration with a variety of education stakeholders are key to being successful. Teaching for the affective and cognitive needs of students – from early childhood to schooling, and beyond to tertiary education – has arguably never been so obviously vital. With the unpredictable future currently being faced, the words attributed to former US President F.D. Roosevelt are apt: 'We cannot always build the future for our youth, but we can build our youth for the future.' What experienced teachers understand is that teaching is more than a transmission of knowledge and a professional practice. Teaching is the unifying connection of young people, community and the economy. It has become clear that the role of the teacher cannot be determined by policy or standardised measures, nor by romanticised views about what it is to be a teacher. Teaching and the role of the teacher are complex and require careful navigation of teachers' perspectives, community expectations and policy directions. A line from the poem 'The Heart of the Teacher', by P.J. Fox, exemplifies this: 'A teacher with a heart for her children knows what teaching is all about she may not have all the answers but on this she has no doubt'.

This book aims to equip you with knowledge, ideas and information to develop skills that will assist you while you are a pre-service teacher and into your first years in the classroom. With content and activities directly connected to the Australian Professional Standards for Teachers, the *Alice Springs (Mparntwe) Education Declaration*, state and territory policies, legislation, curriculum and the latest education research, you can be assured that this textbook will support you as you learn about education as a career and teach in secondary school, primary school and early childhood contexts. It will support you to develop flexible approaches to teaching and to your career more generally – to be able to respond to unplanned situations and opportunities. With activities integrated throughout the book, definitions of key terms, audio and audio-visual support materials, clear learning objectives that are aligned to industry standards, 'pause and think' opportunities to reflect on and consolidate your learning, extracts of key educational research and documents, and end-of-chapter activities, this textbook takes an innovative approach to presenting information to you, as you develop a deeper understanding of the role of teachers and the foundations of education.

Highlighting the multifaceted role of being a teacher as an exciting career with many possibilities, this quote by Professor John Fischetti (2014, p. 318) suits the current education context: 'We must prepare young people to work together to create knowledge or solve problems to improve the human condition. A reframed curriculum can enable human capacity for the collaborative, global innovation age that demands care, compassion, love, and inspiration'.

—**Heather Sharp, May 2020**

ABOUT THE AUTHORS

Heather Sharp is an Associate Professor at the University of Newcastle. With a background as a high school History and English teacher, she has taught in education foundations since commencing her tertiary career in 2006. Heather is a founding member of the HERMES research group. She has been an invited researcher at the Georg Eckert Institute, Germany, and Linnaeus University, Sweden. Heather has taught and coordinated education courses in the areas of education foundations, History curriculum and pedagogies, literacies, education as a professional career, assessment and professional experience, and leads international study tours.

Sue Hudson is the Deputy Dean, Professional Experience across the three campuses of Southern Cross University. Sue has held various leadership roles in the tertiary sector during her career. Sue co-developed and led a large Australian Government grant titled 'Teacher Education Done Differently' (TEDD). The TEDD project team was recognised with an Australian Award for University Teaching (AAUT) citation and an award for Programs that Enhance Student Learning. Sue is the co-developer of the Mentoring for Effective Teaching (MET) program that develops the skills and practices of mentor teachers who support pre-service and beginning teachers.

Noelene Weatherby-Fell is the Head of Students (Education) at the University of Wollongong, New South Wales, providing leadership in supporting students in their academic progress and wellbeing, and in curriculum and pedagogy. She has presented and written about her work nationally and internationally with the Response Ability Project (HIMH), was a project team member on the Office for Learning and Teaching project BRiTE (Building Resilience in Teacher Education), and continues to work with colleagues across the higher education sector with the Staying BRiTE project. Noelene represents schools and universities on state and national bodies that govern the standards for teacher education courses and their accreditation.

Jennifer Charteris is Head of Department Learners, Learning and Teaching in the School of Education at the University of New England. As a teacher educator with teaching experience in Aotearoa/New Zealand, Australia and the United Kingdom, Jennifer has worked with principals, teachers, students and school communities across the primary, secondary and tertiary sectors. Jennifer has provided professional learning for principals and teachers in strengthening school leadership and developing processes around effective assessment and culturally responsive pedagogies. Her research interests span pedagogy in innovative learning environments, practitioner inquiry, student voice, assessment for learning and teacher professional learning.
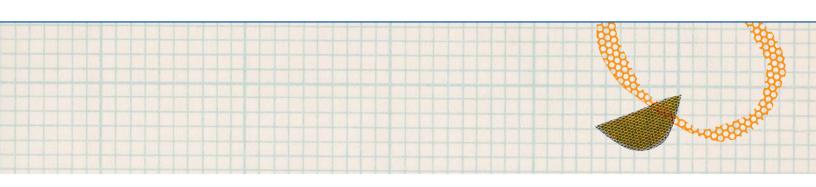
Bernard Brown is Deputy Program Director of Secondary Education at the University of Canberra, where he teaches a range of units at the undergraduate and postgraduate levels focused on curriculum, education policy and leadership, and in the Masters Program in Hangzhou, China. He has worked in schools and universities both in Australia and abroad, and is a member of a number of educational committees.

x

Jason Lodge is Associate Professor of Educational Psychology in the School of Education and Institute for Teaching and Learning Innovation at the University of Queensland. He is also Honorary Principal Research Fellow in the Melbourne Graduate School of Education, University of Melbourne. Jason conducts research on the translation of the science of learning into practice in educational settings, particularly in digital learning environments and higher education.

Lisa McKay-Brown is a senior lecturer in Learning Intervention at the Melbourne Graduate School of Education at the University of Melbourne. She has worked in primary, secondary and special education settings, and specialist alcohol and other drug services. Lisa has been involved with a range of research projects in the fields of health and education. Internationally, she is researching the implementation of inclusive education in Ecuador and Peru.

Tracey Sempowicz is a lecturer at the University of the Sunshine Coast in the fields of child and adolescent development and learning, and inclusive education. She works with pre-service teachers who are completing their primary or secondary education programs. Previously, she was a secondary school teacher and Head of Department in five metropolitan and rural schools over a 25-year period. She strives to raise awareness about trauma-informed and inclusive practices in schools.

Rachel Buchanan is the Deputy Head of School (Postgraduate Teaching and Learning) and a Senior Lecturer in the School of Education at the University of Newcastle. She lectures in educational foundations and educational leadership, and has published in the areas of educational philosophy, pedagogy, and education policy and politics. Her research centres on social justice and equity in education, leading to her work in projects on academic literacy, widening participation, educational policy and equity issues associated with the increased use of digital technologies. Her research project uses post-digital theory to explore the emerging frontiers of educational technologies.

Scott Imig is an Associate Professor in the School of Education at the University of Newcastle, where he is also Deputy Head for Research and Convenor for the Graduate Leadership and Management Program. Scott works extensively with schools in New South Wales, where he conducts professional development in the areas of coaching, leadership, effective teaching and school transformation. In all of his work, Scott is primarily concerned with improving the quality of education for all children and creating environments in which educators and students thrive.
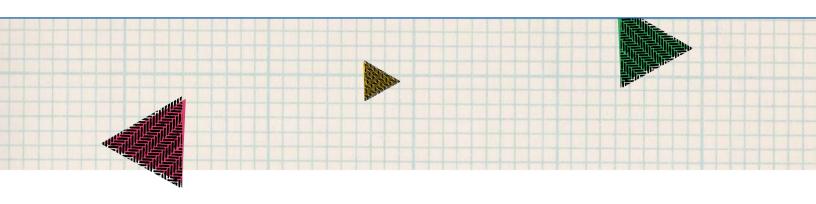
Peter Hudson is an Adjunct Associate Professor in the School of Education at Southern Cross University, and has a teaching career spanning 38 years, including 10 years as a primary school principal, and lecturing in universities (Southern Cross University, Queensland University of Technology). Peter was instrumental in devising and implementing international education courses for QUT (e.g. a Bachelor of Education degree in Malaysia). His Mentoring for Effective Teaching (MET) model is at the forefront of his work in education, with over 3000 trained MET facilitators linked to various schools, universities and institutes. Peter also led the development and implementation of the Mentoring Beginning Teachers (MBT) program in Queensland.

Michaela Vergano is a lecturer in the Faculty of Education at the University of Canberra. She is an Education Doctoral student, researching pedagogical content knowledge and teacher practice in personalised planning. Prior to entering academia, Michaela worked for over 25 years in Catholic, independent and tertiary institutions, predominantly in the secondary sphere in both New South Wales and the Australian Capital Territory. Michaela was previously Inclusive Education Coordinator at a secondary college, and a Learning Support Curriculum Officer for Catholic Education – Archdiocese of Canberra and Goulburn.
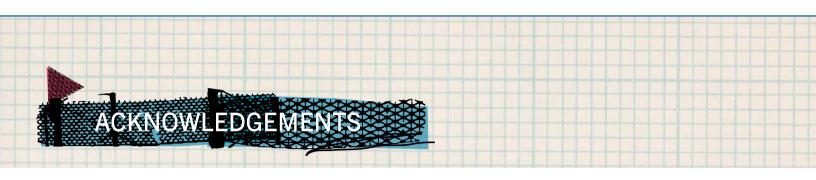
Michael Walsh is a lecturer at the University of Canberra. Prior to lecturing, he worked in numerous schools, both locally and internationally, as a teacher, mentor and Head of Department. Michael is currently involved in the Philosophy for Children movement and is a level 2 philosopher/educator. He is currently undertaking a doctorate on critical thinking in schools.

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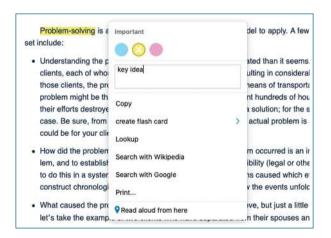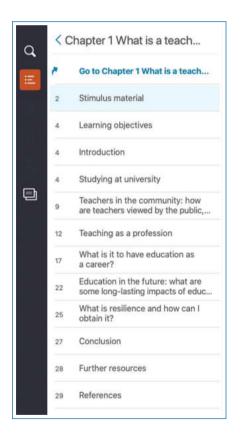
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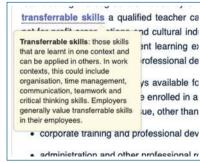

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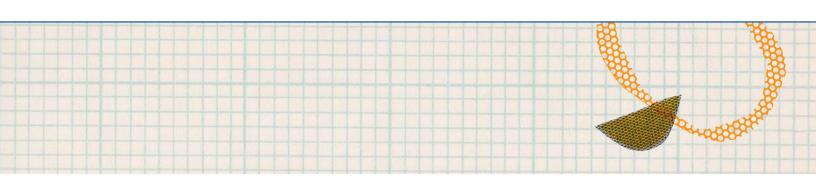Click on bolded terms to display pop-up definitions of key concepts.
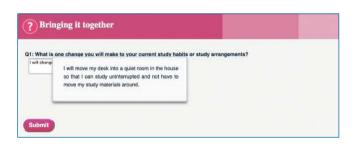

xvi

Links, videos and web activities

Explore relevant web and video content to extend your knowledge on the topics presented in the book.

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After working through sections of text, respond to the short-answer and review questions (including those in Connections, Voice and Extract boxes). These are designed to quickly and easily test your understanding of the content and extend your thinking as you work your way through the book. Use the guided solutions to assess the key points covered in your response.

Bringing it together

Respond to the end-of-chapter questions and use the guided solutions to assess your response.

Audio

Some Voice boxes are accompanied by audio that will allow you to listen to the thoughts of pre-service teachers.

Downloads

Additional resources are available to download, including templates, checklists and worksheets.