

978-1-108-90018-8 — Introduction to Education

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 Ve

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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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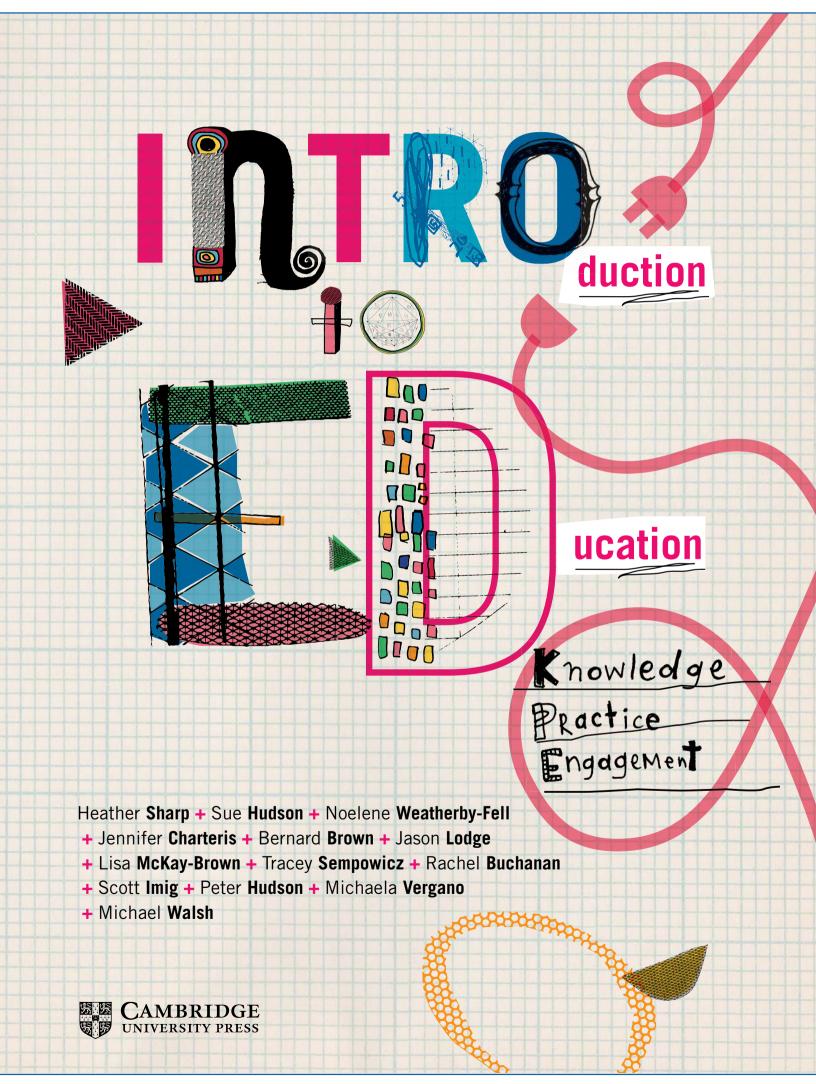
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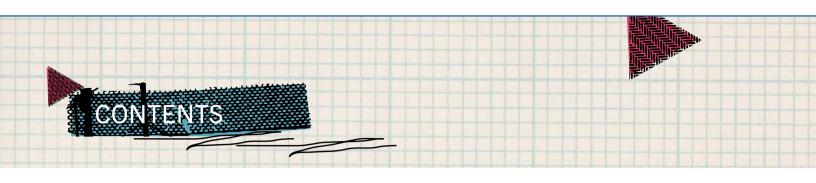


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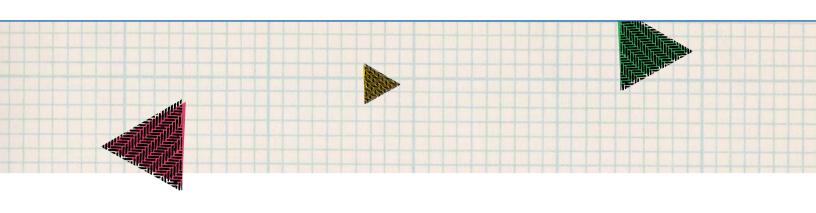
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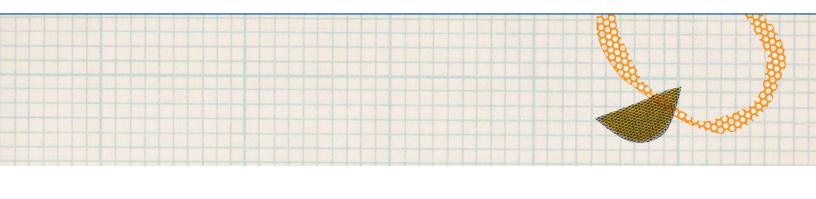


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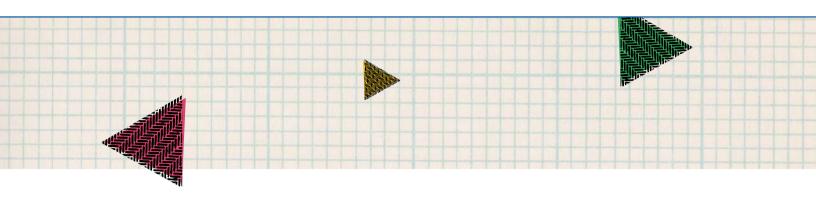
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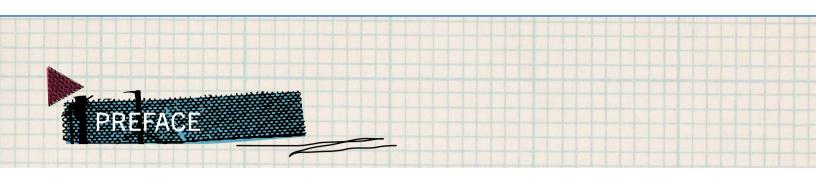
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Welcome to teaching and the world of education. It is no exaggeration to say that you are entering this profession at a tumultuous time in world history. The role of teachers in the community has grown increasingly visible as whole structures of schooling 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



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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.

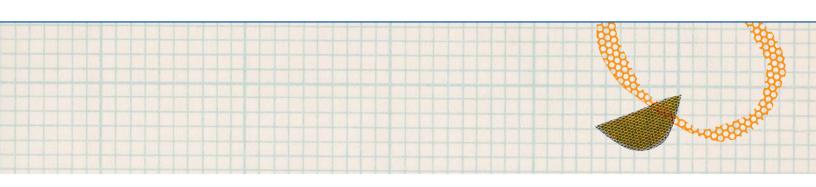
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Scott Imig is an Associate Professor in the School of Education at the University of Newcastle, where he is also Deputy Head for Research and Convenor for the Graduate Leadership and Management Program. Scott works extensively with schools in New South 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.

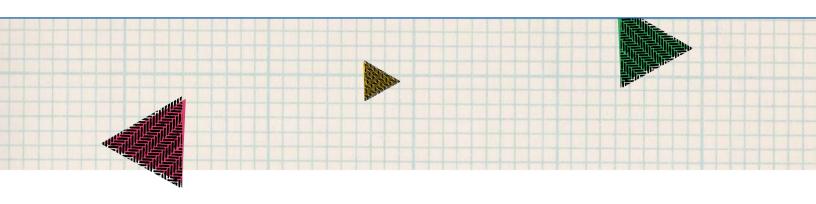
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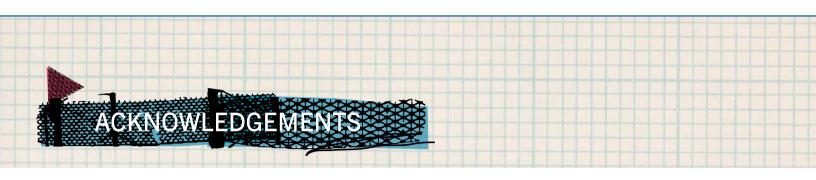
Michael Walsh is a lecturer at the University of Canberra. Prior to lecturing, he worked in numerous schools, both locally and internationally, as a teacher, mentor and Head of Department. Michael is currently involved in the Philosophy for Children movement and is a level 2 philosopher/educator. He is currently undertaking a doctorate on critical thinking in schools.



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As authors of this textbook, we would like to acknowledge the support we received from Cambridge University Press as we worked on this book. Special thanks go to Senior Commissioning Editor, Michael Spurr, who has provided guidance, advice and care throughout the writing and editing process. Warm thanks are also due to Rose Albiston, Academic Development Editor, for her support, organisation and editing of our writing.

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Noelene Weatherby-Fell would like to particularly thank graduate teachers from the Graduate Diploma of Education and Master of Teaching programs at the University of Wollongong (Shoalhaven Campus), who shared their stories to inform the 'Voice box' resources in Chapter 2.

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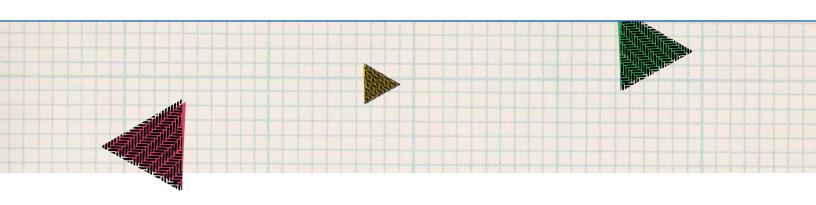


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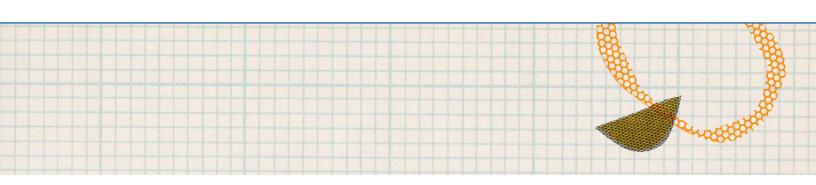
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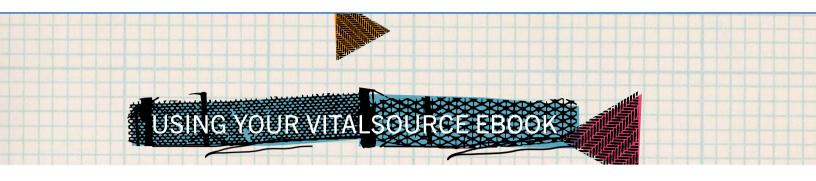


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Heather Sharp , Sue Hudson , Noelene Weatherby-Fell , Jennifer Charteris , Bernard Brown , Jason Lodge , Lisa McKay-Brown , Tracey Sempowicz , Rachel Buchanan , Scott Imig , Peter Hudson , Michaela Ve

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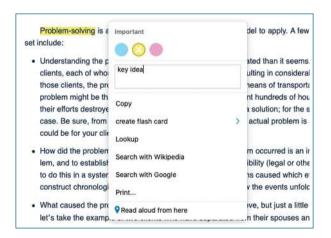


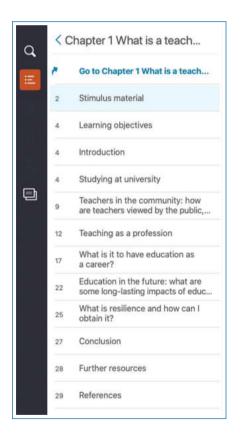
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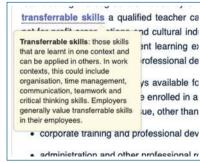


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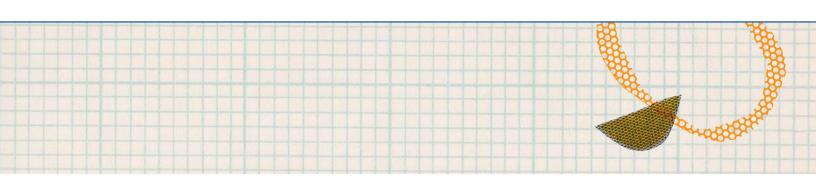
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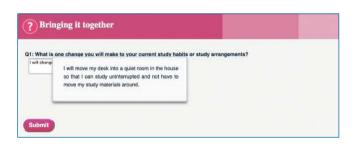


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