



INDEX

- 5E learning model, 284–5
 7–38–55 *Rule of Personal Communication*, 36
-
- Aboriginal and Torres Strait Islander histories and cultures
 as cross-curriculum priority, 182
 Aboriginal and Torres Strait Islander knowledge
 Aboriginal ways of knowing, 97–8
 frameworks for understanding, 97
 perspectives on learning, 128
 Aboriginal and Torres Strait Islander students
 assessment and reporting, 254
 assumptions about, 96
 diversity among, 96
 statistics, 96
 supporting, 175
 teacher expectations for, 174
 working with, 96–7
 accountability of teachers, 72–3
 action plan organisers, 42
 active listening, 351
 adaptive capacities, 26
Adelaide Declaration on National Goals for Schooling in the Twenty-first Century, 68, 85
 adoption equality, 105
Alice Springs (Mparntwe) Education Declaration, 32–3, 68, 85–6, 182, 305, 392
 alternative schools, 76–7
 anaphylaxis training, 365
 Anderson, Lorin, 265
 assessment
 Aboriginal and Torres Strait Islander students, 254
 achievement standards, 164
 and actions of students and teachers, 244
 as learning, 142, 231, 242, 244
 Common Grade Scale, 193
 consistent judgements, 194
 descriptive feedback, 249
 designing during professional experience, 377
 diagnostic assessment, 188, 199, 248
 embedding throughout teaching, 231
 evaluative feedback, 249
 fairness, 251
 feedback, 248–50
 for learning, 242–3, 244
 formal assessments, 240
 formative assessment, 189–90, 199, 241–3, 247
 grading using rubrics, 191–3
 informal assessments, 241
 moderation, 251
 of learning, 242
 online assessment, 245
 overview, 240
 reliability, 252
 reporting, 252–4
 student agency, 247
 student assessment capability, 247–8
 student learning and, 141–2
 summative assessment, 179, 183, 190–1, 194, 198, 241
 systems, 77–9
 types, 188
 validity, 252
 associative learning, 130
 attention deficit/hyperactivity disorder (ADHD), 135
 Australian Alliance for Inclusive Education, 71
 Australian Association for the Teaching of English (AATE), 408
 Australian Capital Territory
 ACT Teacher Quality Institute, 72
 historical overview of schooling, 69
 Teachers' Code of Professional Practice, 16
Australian Charter for the Professional Learning of Teachers and School Leaders, 393–5
 Australian Constitution, 69
 Australian Curriculum
 achievement standards and work samples, 155–6
 background and development, 152–3
 bringing it to life in the classroom, 159, 160, 164
 content descriptions and elaborations, 156
 cross-curriculum priorities, 154–5, 182, 223
 design, 153–5
 establishment and development, 181
 general capabilities, 154, 181, 223
 ideology, 149
 implementation process, 160–2
 implications for teaching, assessing and reporting, 164
 introduction, 84–5
 key learning areas (KLAs), 153, 155–6
 learning areas, subjects and strands, 156–7
 organisation and structural features of learning areas, 156
 organisation of content, 155–7
 school context and pedagogy, 163
 state and territory curriculum authorities, 159
 state, territory and system-level curriculum development, 157–8
 student diversity and inclusive practice, 306
 using for effective teaching, 222–3
 year or bands of years, 156
 Australian Curriculum, Assessment and Reporting Authority (ACARA), 70, 72, 85, 152
Australian Education Act 2013 (Cth), 70
 Australian education system
 assessment systems, 77–9
 Australian Capital Territory, 69
 contemporary perspective, 70–1
 criticisms of, 71–3, 84
 diversity, 76–7
 enrolments by school affiliation, 76
 federalisation of, 84–5
 funding arrangements, 69–70, 74–5
 historical overview, 68–9
 inequality in, 73–4, 81–2
 New South Wales, 68
 Northern Territory, 69
 quality of teachers, 71–2
 Queensland, 69
 scale of, 67
 South Australia, 69
 stakeholders, 67–8
 Tasmania, 69
 types of school systems, 71
 Victoria, 69
 Western Australia, 69
 Australian Institute for Teaching and School Leadership (AITSL), 8, 13, 71, 361, 393, 395
 Australian Professional Standards for Teachers (APST), 13–14, 32
 assessment and reporting, 377
 classroom communication, 35, 41–2
 content knowledge, 375
 domains, 368
 engagement with families, colleagues and community, 335, 377–8
 expectations of 'good' teachers, 8
 focus areas, 368
 inclusive practice principles, 305
 knowledge of Aboriginal and Torres Strait Islander students and culture, 96–7
 knowledge of students, 93, 171, 374–5
 monitoring of accountability, 72
 planning for teaching, 204, 375–7
 professional conduct, 367
 professional learning, 71, 377, 391
 purpose, 367
 safe and supportive environments, 315, 377
 Australian Teacher Performance and Development Framework, 395
 autism, 94
 autism spectrum disorder (ASD), 135
-
- backward mapping, 179–80, 205
 Bacon, Francis, 37
 beginning teachers
 challenges for, 395
 behaviour management. *See* student behaviour
 behaviourism, 130
 Bennett, Tom, 401
 Berliner, David, 404–5
 Black, Paul, 241
 Black Hawk parenting, 332
 Bloom, Benjamin, 241, 265
 Bloom's taxonomy, 184–6, 226, 265–6
 body language. *See* non-verbal communication

- Bourdieu, Pierre, 102, 103
Bronfenbrenner, Uri, 333
Buzan, Tony, 26
-
- capital
types of, 103
- career theories
systems theory framework, 20–1
using to understand careers, 18–19
- careers
distinguished from jobs, 19
portfolio careers, 19
work–life balance, 19
- careers in education
benefits, 17
pathways, 17–18
retraining, 18
- case management, 347
- casual teaching, 50
- Catholic schools
characteristics, 71
enrolments, 71, 100
- Certification of Highly Accomplished and
Lead Teachers (HALT), 72
- child and adolescent development
developmental domains, 95
- Child and Adolescent Mental Health Services
(CAMHS), 349
- child protection services, 111
- chronosystems, 334, 335
- citizenship
student protests and, 86
- classical conditioning, 130
- classroom culture
cooperative learning, 266–9
creating environment for learning, 262–3
fostering higher-order thinking, 265–6
learning talk, 264–5
student voice, 270–1
- classroom environment. *See* learning
environments
- classroom management. *See* student
behaviour
- Claxton, Guy, 289
- Claxton's four R model, 289–91
- coaching, 397–8
- cognitive development, 95
and learning, 135–6
Piaget's stages, 135
- cognitive learning theory, 177
- cognitive load theory (CLT), 131–2
- cognitive neuroscience, 124
- cognitivism, 129, 130
- collaboration
with colleagues, 346–7
with cross-sectional professionals, 347–9
legislative considerations, 339–41
nature of, 335
- colleagues
collaboration with, 346–7
difficult conversations with, 349–52
engagement with, 335, 377–8
- Commercialisation in Public Schooling* (report),
408
- Common Grade Scale, 193
- communication skills
checklist, 40–1
non-verbal communication, 36–9
- resources, 41–2
three Vs of communication, 38
verbal communication, 35–6
- community
collaboration with, 352–3
engagement with, 335, 377–8
- complex system theory, 133
- concept maps, 42, 271, 274
- conclusion diagrams, 277
- confidence, 49–51
- conflict resolution
active listening, 351
causes of disputes, 349–50
preparing for, 350
professional experience disputes, 378–80
steps to guide conversation, 351
- constructivism, 129
- consultation
over students with disability, 340–1
- content knowledge, 182–3, 375
- continuing professional development. *See*
professional learning
- Convention on the Rights of Persons with
Disabilities*, 109
- Convention on the Rights of the Child*, 71
- cooperative learning, 186–7, 266–9
- coping capacities, 26
- Cornell Method of Notetaking, 27
- cross-sectional professionals
collaborating with, 347–9
difficult conversations with, 349–52
- cultural capital, 104
- cultural competence, 99
- cultural diversity, 99
implications for teaching and learning, 171
- cultural perspectives
and hidden curriculum, 151
- cultural values
and hidden curriculum, 151
- culturally responsive teaching, 101–2, 171
- culture
definition, 99
- curricular topics
and hidden curriculum, 151
- curriculum
Australian national curriculum. *See*
Australian Curriculum
definition, 148–9
hidden curriculum, 150–1
inclusive frameworks, 310–11
official knowledge in, 82–3
overt/open curriculum, 150
principle influences on, 151
theory and ideology, 149–50, 158–9
curriculum authorities, 159
-
- Darwin, Charles, 37
- data collection, 392
- descriptive feedback, 249–50
- developmental domains, 95
- developmental theory, 94
- Dewey, John, 44, 124, 149, 397
- diagnostic assessment, 188, 248
- differentiated instruction, 311
- differentiated learning, 241
- differentiation, 177–9, 184
- digital learning, 285
- digital natives, 126
- digital technologies, 87, 392
- disability. *See* students with disability
- Disability Discrimination Act 1992* (Cth), 305,
339
- Disability Standards for Education*, 2005, 94,
305, 339–41
- disputes. *See* conflict resolution
- dissociative responses, 112
- Drucker, Peter, 22–3
- duty of care, 316, 338
- Dweck, Carol, 33, 286, 287
- dyscalculia, 134
- dyslexia, 134
-
- ecological systems theory (EST), 333–5
- education
future-focused view, 260–2
in the future, 22–3
inclusive practice, 304–5
industrial age model, 261
key skills for twenty-first century, 262
- Education Act 1851* (SA), 69
- Education Act 1872* (Vic), 69
- Education Act 1875* (SA), 69
- Education Act 1885* (Tas), 69
- Education Act 1990* (NSW), 158
- education policy, 305, 307
- Education Queensland International (EQI), 70
- education reforms, 392
public attitudes towards, 80
- Education Research Reading Room* (ERRR), 401
- educational inequality, 73–4, 81–2
- educational neuroscience, 124, 131
- effective teaching
embedding assessment throughout teaching,
231
enacting planning for, 216–20
implementing, 222–31, 375–7
making learning explicit, 223–4
planning for, 375–7
preparing for planning, 206–15
referring to curriculum, 222–3
- Elementary Education Act 1871 Amendment
Act 1893* (WA), 69
- emotions
and learning, 136–7
- Enlightenment, 127
- epistemic emotions, 137
- ethical behaviour, 365–7
- ethical decision making, 337–8
- ethical dilemmas, 336–8
- ethics, 336–8
- evaluative feedback, 249–50
- excursions, 352
- executors, 56
- exosystems, 334
- expert coaching, 398
- explanations to aid understanding, 279–80
- explicit instruction, 184, 280–1
- extrinsic motivation, 140
- eye contact, 38
-
- Facebook, 399, 400
- family diversity
in Australia, 105
implications for teaching and learning, 105–6
- family–school partnerships, 342
- feedback

- 'killer feedback', 250
- power dynamics, 250
- providing opportunities for, 248–50
- student achievement following, 250
- student learning from, 140–1
- Finnish education system, 80–1
- Fischetti, John, 80
- fishbone diagrams, 278–9
- 5E learning model, 284–5
- fixed mindsets, 287–8
- 'flip the system' movement, 407–8
- flipped classrooms, 285
- flow charts, 275
- formative assessment, 189–90, 199, 241–3, 247
- Friedman, Milton, 82
-
- Gagné, Robert, 306
- game-based learning, 130
- gamification, 285
- Gardner, Howard, 175–6, 293–4
- gender diverse students, 107
- gifted and talented students, 306–7
- Gillard, Julia, 72
- Gipps, Caroline, 242
- Glasser, William, 46
- Gore, Jenny, 195
- gradual release of responsibility model, 282–3
- graphic organisers, 42
 - concept maps, 42, 271, 274
 - fishbone diagrams, 278–9
 - flow charts, 275
 - know-want-learn charts (K-W-L), 275
 - main idea and detail wheel, 278
 - narratives or arguments, 277
 - ranking ladders, 276–7
 - spider diagrams, 275–6
 - storyboards, 277–8
 - uses, 274
 - Venn diagrams, 276
- growth mindsets, 286–7
-
- habits of mind, 54, 292
- happenstance learning theory, 55
- Hargreaves, Andy, 23
- helicopter parenting, 332
- hidden curriculum, 150–1
- higher-order thinking, 265–6
- Hobart Declaration on Schooling*, 68, 85
- homeschooling, 76
- hyper-arousal, 112
-
- ideological conflicts, 350
- ideology
 - curriculum and, 149–50
- immigrant children
 - educational achievement, 84
- inclusive classrooms
 - creating and sustaining, 307–10
 - curriculum for all, 310–11
 - effective practices, 310
 - UDL and, 311–14
- inclusive pedagogy, 308–9, 310
- inclusive practice in education, 304–5
 - Australian Curriculum, 306
 - education departments and education offices, 307
 - school policies, 307
- incursions, 352
- independent schools
 - characteristics, 71
 - enrolments, 71, 100
- Indigenous communities
 - protocols for building relationships with, 98
- Indigenous knowledges
 - and ways of working, 97
- Individual Education Plans, 339
- indoor spaces, 321–2
- influencers, 56
- information and communication technologies (ICT)
 - educational affordances of, 143
 - pitfalls in the classroom, 143
 - and student learning, 125, 142–3
- inquiry learning, 283
- institutional capital, 104
- institutional rules
 - and hidden curriculum, 151
- intelligence
 - multiple intelligences, 175–6
- interdisciplinary teams, 348
- International Baccalaureate (IB) curriculum, 157
- international high school students, 70
- interprofessional collaborative practice (IPCP) teams, 348
- intrinsic motivation, 140
-
- job sharing, 403
-
- key learning areas, 4
- kinesics, 38
- know-want-learn charts (K-W-L), 275
- knowledge-free learning, 126
- knowledge society, 22–3
- knowledge workers, 22
- Kolb's experiential learning theory, 362
- Kolb's reflective cycle, 44–5
- Kounin, Jacob, 228
-
- Ladwig, James, 195
- LANTITE (Literacy and Numeracy Test for Initial Teacher Education Students), 42, 392
- leadership, 46–8, 315
- leadership types, 48
- learning
 - biological factors, 134–5
 - cognitive development and, 135–6
 - data-driven approach to, 125
 - emotions and, 136–7
 - intuitive ideas about, 124
 - nature of, 124
 - paradigm wars, 124–6
 - persistent myths, 126
 - social and cultural factors, 137
- learning difficulties, 134–5
- learning dispositions, 289
- learning environments
 - classroom management and organisation, 319
 - creating safe and supportive environments, 314–15, 377
 - indoor spaces, 321–2
 - leadership for inclusiveness, 315
 - outdoor spaces, 322–3
 - physical spaces, 320
 - student diversity, 323–5
 - student learning and, 178–9
- learning intentions, 224
- learning objectives, 223–4
- learning orientation, 288–9
- learning power approach, 289
- learning sciences, 124
- learning styles, 126, 176–7
- learning talk, 264–5
- learning theories, 127
 - behaviourism, 130
 - cognitive load theory (CLT), 131–2
 - complex system theory, 133
 - constructivism, 129
 - contemporary theories, 130–2
 - early theories, 127–8
 - Eastern perspectives, 128
 - history of, 127
 - Indigenous perspectives, 128
 - multimedia learning theory, 132
 - non-Western theories, 128
 - in twentieth century, 128
- learnish, 291
- lesson plans
 - advice about planning, 206
 - aids to implementation, 212–13
 - backward mapping design in, 205
 - catering for students' learning needs, 224–7
 - conclusion phase, 211
 - content/main body phase, 211
 - examples, 216–20
 - exploration phase, 214
 - general capabilities and cross-curriculum priorities, 212
 - guided discovery phase, 213
 - homework, 211
 - introductory phase, 211
 - learning objectives, 223–4
 - orientation phase, 213
 - phases, 208, 213
 - preparing during placements, 205
 - professional standards, 212
 - reflection phase, 214–15
 - resources, 211
 - structure, 217
 - templates, 208–15
- Locke, John, 127
- Lovell, Ollie, 401
-
- Mace, Ron, 311
- macrosystems, 334, 335
- maker spaces, 285
- mandatory reporting, 315–16
- Mandela, Nelson, 47
- Marriage Amendment Act 2017*, 105
- Martin, Andrew, 25
- Maslow's hierarchy of needs, 178
- Masters, Geoff, 80
- McMahon, Mary, 20–1
- media
 - portrayal of teachers, 7–8, 9–10
- media literacy, 10–11
- Meehan, Robert John, 34
- Melbourne Declaration on Educational Goals for Young Australians*, 67, 85, 152, 153, 181, 182, 244, 305, 392
- mental health of students
 - collaboration with external professionals, 349
 - social media and, 113–14

- mental wellbeing
 children and adolescents, 111
 student behaviour and, 114
- mentees, 360
- Mentoring for Effective Teaching program,
 373, 380
- mentors, 360
 feedback from, 380–2
 initial questions for, 370
 preparing to meet, 369
 relationship with, 360, 362, 372–3, 379
 role, 362, 373
- mesosystems, 334, 335
- metacognition, 286
- metalearning, 286
- Meyer, Anne, 311, 312
- microsystems, 333, 334
- mind mapping, 26
- mindsets, 286–7
- modelling, 280
- moderation of assessment, 251
- motivation, 140
- multicultural education, 101–2
- multiculturalism, 99
- multidisciplinary teams, 348
- multimedia learning theory, 132
- multiple intelligences, 175–6, 293–4
- Murdoch, Kath, 283–4
- Murdoch Inquiry Model, 283–4
- My School website, 246, 392
-
- National Assessment Program – Literacy and
 Numeracy (NAPLAN)
 computer-based assessments, 246
 criticisms of, 246
 debates over, 126
 definition, 4
 reporting, 246
 results, 391
 testing, 77–9, 141, 151, 246
- Nationally Consistent Collection of Data on
 School Students with Disability (NCCD),
 305, 341
- nature versus nurture, 127
- neuroscience, 93, 95, 124, 131
- New South Wales
 Department of Education Code of Conduct,
 15–16
 historical overview of schooling, 68
 NSW Education Standards Authority
 (NESA), 72
- non-verbal communication, 36–9
 components of, 38
 role of non-verbal communication cues, 38
 three Cs, 39
- Northern Territory
 Code of Conduct, Office of the
 Commissioner for Public Employment,
 16
 historical overview of schooling, 69
 Teacher Registration Board, 72
-
- online assessment, 245
- operant conditioning, 130
- Organisation for Economic Co-operation and
 Development (OECD), 392
- organisational skills, 42–3
- outdoor spaces, 322–3
- overt/open curriculum, 150
-
- paralanguage, 37
- parent–teacher collaboration, 342–4
- parent–teacher conferencess, 345
- parent–teacher interviews, 253–4
- parents/carers
 difficult conversations with, 349–52
 engagement with, 335, 377–8
 working with, 342–4
- Patton, Wendy, 20–1
- Pavlov, Ivan, 130
- pedagogy, 4
- peer coaching, 398
- performance orientation, 288
- PERMA theory of wellbeing, 406
- personal attributes
 confidence, 49–51
 exploring one's own, 49
 resilience, 50
 self-care, 54
- physical development, 95
- physical environments, 320
 indoor spaces, 321–2
 outdoor spaces, 322–3
- Piaget, Jean, 129, 135
- placements. *See* professional experience
- planning for student learning
 assessment, 188–94
 backward mapping, 179–80
 content knowledge, 182–3
 cross-curriculum priorities, 182
 differentiation, 177–9
 general capabilities, 181
 importance, 205
 learning intentions and success criteria,
 183–4
 pre-service teacher advice, 207
 professional standards, 204
 teaching strategies, 184–7
- positive behaviour for learning (PBL), 316–19
- power
 in education context, 149
- practicum. *See* professional experience
- pre-service teachers
 desirable attributes, 370–2
- prior knowledge
 and learning, 138–9
- problem-based learning, 283
- professional development. *See* professional
 learning
- professional ethics, 14–17
- professional experience
 assistance with, 372
 concluding, 382–4
 dates and formats, 364–5
 dealing with conflict, 378–80
 demonstrating initiative, 374–8
 engaging in, 371–3
 feedback from mentors, 380–2
 importance, 361, 362
 meeting professional requirements, 365–7
 not meeting requirements, 382
 observation guide, 373–4
 preparing for, 364–70
- professional standards, 367–8
 purpose, 361
 in rural or remote areas, 384–5
 school context, 368–70
 working with students, 374
- Professional Experience Framework: Great
 Teaching, Inspired Learning*, 56–7
- professional learning
 beginning teachers, 395
 coaching, 397–8
 definition, 396
 effective professional learning, 393, 396
 engaging during professional experience,
 377
 federal and state/territory requirements,
 393–5
 formal pathways, 397–8
 forms, 396
 importance of, 32
 informal pathways, 398–9
 key ways teachers learn, 57
 opportunities for, 71–3
 pathways, 396
 preparing to be a teacher, 33–5, 55–7
 professional standards, 391
 relationship to student achievement, 396
 social media for, 399–400
 student perspectives on, 395
 teacher-created online content, 401
 teacher-led conferences, 401
 TeachMeets, 401
- professional learning communities, 396
- Professional Learning Institute of
 Tasmania, 73
- professional learning networks, 396
- professional standards. *See* Australian
 Professional Standards for Teachers
 (APST)
- Programme for International Student
 Assessment (PISA), 81, 141, 391, 392
- progression of learning, 240
- project-based learning, 186
- proxemics, 38
- psychological science, 131–2
- psychology, 93
- Public Instruction Act 1880* (NSW), 68
- public or government schools
 characteristics, 71
 enrolments, 71, 100
 funding of, 70, 75
-
- Quality Teaching Framework (QTF), 194–7,
 208, 211, 224
- Queensland
 Code of Ethics, 16
 historical overview of schooling, 69
 Queensland College of Teachers, 72
- questioning strategies, 184–6, 271–4
-
- racism
 in schools, 101
- ranking ladders, 276–7
- reasonable adjustments, 340–1
- REF Framework, 380–1
- reflection
 four R model, 232–3, 381
 on professional standards, 368

- REF Framework, 380–1
- reflective practice, 44–6, 231–3, 346–7
- reflection-in-action, 44, 231
- reflection-in-practice, 376
- reflection-on-action, 44
- reflection-on-practice, 376
- relationship builders, 56
- religious diversity, 99
- reporting on student learning
 - culturally responsive reporting, 254
 - overview, 252–3
 - parent–teacher interviews, 253–4
- Research ED conferences, 401
- resilience, 25–6, 50
- Rose, David, 311, 312
- rubrics
 - grading using, 191–3
- Sahlberg, Pasi, 81–2
- same-sex marriage, 105
- Schön, Donald, 44, 397
- school-based teacher educators. *See* mentors
- school choice, 81–2, 100
- school–community partnerships, 352–3
- School of the Air/School of Distance Education, 77
- school policies
 - inclusive practice, 307
- school structures
 - and hidden curriculum, 151
- schooling
 - commercialisation of, 81–2
 - experiences of, 7–8
- schools
 - in the future, 23–4
- Scriven, Michael, 242
- self-care, 54, 405–6
- self-efficacy, 362–3
- self-regulated learning (SRL), 139–40
- Seligman, Martin, 406
- servant leadership, 47
- 7–38–55 Rule of Personal Communication, 36
- Sex Discrimination Amendment (Sexual Orientation, Gender identity and Intersex Status) Act 2013, 107
- sexualities and gender, 106–8
- simulations, 285
- Skinner, B.F., 130
- SMART goals, 383–4
- social capital, 104
- social class, 102
- social constructionist theory, 96
- social constructivism, 94, 129
- social media
 - inappropriate activities, 367
 - mental health and, 113–14
 - use for professional learning, 399–400
- socio-economic diversity
 - impacts on education, 102–3
 - implications for teachers and schools, 103–4
- socio-emotional development, 95
- sociology, 93, 102
- South Australia
 - Code of Ethics, 16
 - historical overview of schooling, 69
 - Teachers Registration Board, 73
- spider diagrams, 275–6
- State Education Act 1875 (Qld), 69
- storyboards, 277–8
- strategic thinkers, 56
- student behaviour
 - classroom management and organisation, 319
 - duty of care, 316
 - essential skills for behaviour management, 230
 - Kounin's model of preventative discipline, 228–9
 - management of, 315
 - mandatory reporting, 315–16
 - mental wellbeing and, 114
 - positive behaviour for learning (PBL), 316–19
 - responsiveness to, 228–30
 - seeking advice on managing, 377, 379–80
 - traumatised students, 112–13
- student diversity, 323–5
 - culturally responsive teaching, 101–2
 - family background, 105–6
 - gender diverse students, 107
 - Individual Education Plans, 339
 - professional standards relating to, 93
 - See also* students with disability
- student engagement, 160, 228
- student learning
 - assessment as learning, 142
 - balancing needs of all students, 138
 - catering for all students, 138
 - catering to needs of students, 224–7
 - collaborative practice, 227
 - feedback, 140–1
 - guided practice, 227
 - ICT and, 125, 142–3
 - independent practice, 227
 - knowing when it has occurred, 141–2
 - learning environment and, 178–9
 - learning intentions, 224
 - learning objectives, 223–4
 - motivation, goal setting and mastery, 140
 - personalising learning, 141
 - planning for. *See* planning for student learning
 - prior knowledge and experience, 138–9
 - recording information about, 207
 - self-regulated learning, 139–40
 - success criteria, 224
 - teacher quality and, 362
- student participation
 - alternatives for everyone, 307–10
- student protests
 - citizenship and, 86
- student voice, 270–1
- students
 - gaining knowledge about, 172–5, 207, 374–5
 - gifted and talented students, 306–7
 - teacher expectations for, 174
- students' capacity to learn
 - aiding, 286
 - four Rs of learning power, 289–91
 - growth mindsets, 286–7
 - habits of mind, 292
 - learning dispositions, 289
 - learning orientation, 288–9
 - learning power approach, 289
 - multiple intelligences, 293–4
- students with disability
 - ability and, 108–9
 - categories, 109
 - consultation with parents/carers, 340–1
 - data on, 94
 - implications for teaching and learning, 110
 - multiple disadvantage, 109
 - reasonable adjustments for, 340–1
 - school funding for students, 110
 - social model, 109
 - twice exceptional students, 108, 306
 - ways of viewing, 109–10
- studying at university
 - approaches to learning, 26
 - mind mapping, 26
 - notetaking in lectures, 27
 - revision, 27
 - successful study habits, 6
 - tips for success, 5
- summative assessment, 179, 183, 190–1, 194, 198, 241
- supervising teachers. *See* mentors
- symbolic capital, 104
- sympathetic nervous system, 112
- systems theory framework, 20–1, 402
- tabula rasa, 127
- Tasmania
 - Code of Professional Ethics for the Teaching Profession in Tasmania, 16
 - historical overview of schooling, 69
 - Professional Learning Institute of Tasmania, 73
- teacher advocacy
 - 'flip the system' movement, 407–8
 - for students, 407
- teacher-based organisations, 408–9
- teacher education
 - initial teacher education qualification, 8
 - requirements, 71–2
- teacher–student relationships, 24–5
- teacher unions, 83
- Teacher wellbeing, 406
 - advocacy and, 407–8
 - self-care, 405–6
- teacher with-it-ness, 228
- teachers
 - challenges for beginning teachers, 395
 - definition, 8
 - development of expertise, 404–5
 - diverse nature of, 94
 - 'good' teachers, 8–9
 - job sharing, 403
 - media portrayal of, 7–8, 9–10
 - passionate teachers as role models, 94
 - professional identity, 363–4
- Teachers' Education Review, 401
- teaching
 - effectiveness. *See* effective teaching
 - plan, teach and assess cycle, 204, 205
 - planning. *See* planning for student learning
 - teaching and learning activities, 207
 - teaching as a profession, 13–14
 - accountability of teachers, 72–3
 - accreditation, 14
 - career development, 402–3

teaching as a profession (<i>cont.</i>) career pathways, 403–4 changes occurring in, 391–2 codes of ethics, 14–17 job sharing, 403 legislation, 14, 15 professional standards, 13–14, 71–2 progression from novice to expert, 404–5 registration of teachers, 71 relational nature, 405	Murdoch Inquiry Model, 283–4 project-based learning, 186 questioning, 184–6 whole-class discussion, 187	Universal Design for Learning (UDL), 138, 311–14, 322
teaching performance assessments (TPAs), 368	TeachMeets, 401	university study. <i>See</i> studying at university
teaching strategies, 184 cooperative learning, 186–7 differentiated approach, 224–7 digital learning, 285 effective questioning, 271–4 explaining, 279–80 explicit instruction, 184, 280–1 5E learning model, 284–5 flipped classroom approach, 285 gradual release of responsibility model, 282–3 graphic organisers, 274–8 and hidden curriculum, 151 inquiry learning, 283 maker spaces, 285 modelling, 280	telepresence robots, 285 Thorndike, Edward, 124 timeliness, 43 Timperley, Helen, 45 Tomlinson, Carol Ann, 311 touch signals, 38 Tourette syndrome, 110 transferrable skills, 17 transformative capacities, 26 trauma behaviours of traumatised children, 112–13 nature of, 112	Venn diagrams, 276 verbal communication, 35–6 Victoria Codes of Conduct and Ethics, 17 historical overview of schooling, 69 Victorian Institute of Teaching (VIT), 73 <i>Victorian Teaching Profession Code of Conduct</i> , 366, 367
	Trends in International Mathematics and Science Study (TIMSS), 141	wait time, 39–40
	twice exceptional students, 108, 306–7	Watson, John, 130
	Twitter, 399, 400	Western Australia Code of Conduct, 17 Department of Education Leadership Institute, 73 historical overview of schooling, 69
	Tyler, Ralph, 179	whole-class discussion, 187
	United Nations Educational, Scientific and Cultural Organization (UNESCO), 22, 392	William, Dylan, 241
	<i>Universal Declaration of Human Rights</i> , 304	Woo, Eddie, 12
		work–life balance, 19
		Working with Children Check (WwCC), 365
		World Bank, 392
		writing frames, 280