

INDEX

- Abercrombie, M. L. J., 166
 Aboriginal education. *see* Indigenous Australian education
 Aboriginal people, 262
 see also Indigenous Australians
Aboriginal Protection and Restriction of the Sale of Opium Act (1897), 263
 acceptance, conditional, 244
 access (social justice), 236, 237–40
 accidents, 385
 achievements, 228, 242
 Ackerman, D., 197
 acknowledgement, 317, 319–20
 Acknowledgement of Country, 260
 active learning, 163
 administrative requirements, 63
 Age-Appropriate Pedagogies Program, 162–4
 agency, student, 95, 118, 119, 157, 163, 193
 AIATSIS Map of Indigenous Australia, 258
 Alexander, P. A., 71
Alice Springs (Mparntwe) Education Declaration, 37, 53, 54, 56
 alignment, 151–2, 165
 Allen, J., 176
 allergic reactions, 60–1
 altercations between students, 388–9
 Alton-Lee, A., 228
 American Academy of Paediatrics (AAP), 108
 anaphylaxis, 60–1
 Angelou, Maya, 83
 Anglo-Australian people, 257
 apps, 104, 114, 115, 141
 aptitude tests, 169
 Aristotle, 337
 assertiveness, 313
 assessment
 alignment and, 150, 151–2
 central element to all, 168
 defined, 154
 as design process, 171
 differentiation and, 198–9
 digital, 129, 131, 174–5
 formative, 176
 formats, 167, 168
 as inquiry process, 168–71
 for learning, 192–4
 nature of, 166–7
 online quizzes, 129, 131
 planning, 172–4, 190–1, 192–4
 pre-assessment, 191, 198–9
 purposes, 168–71
 reliability of, 171, 173
 significance of, 165
 student co-construction of, 192–4
 summative, 176
 of teachers, 25, 48, 369
 teachers' skills in, 165
 validity of, 171
 see also tests
 Assessment Reform Group, 176
 attendance, 63
 attitudes, student, 299–300
 augmented reality, 114, 132
 Aultman, L. P., 324
 Australia
 diversity in, 16, 222–3
 teaching in, 16
 Australian Bureau of Statistics (ABS), 20
 Australian Capital Territory
 code of conduct, 380
 corporal punishment in, 387
 curriculum authorities, 153
 registration authority in, 394
 Australian Council for Educational Research (ACER), 20–1, 77, 78
 Australian Curriculum
 Aboriginal and Torres Strait Islander education, 255
 about, 161
 alignment and, 151
 authorities, 153
 criticisms of, 161
 cross-curriculum perspectives, 204, 255
 design and technologies strand, 114
 development of, 37, 56
 digital technologies strand, 114, 115–17, 122, 124, 133
 General Capabilities, 88, 114, 124, 192
 ICT use in, 88, 114, 124
 Indigenous languages and, 272
 as macro-curriculum, 159
 national policy and, 43
 pedagogy and, 86
 personal and social capability in, 89
 state/territory responsibilities, 152, 159
 on student learning, 80
 Australian Curriculum, Assessment and Reporting Authority (ACARA), 37, 56, 116, 151, 152, 184, 211
 Australian Family-School Partnerships Framework, 337
 Australian Institute of Health and Welfare, 224
 Australian Institute for Teaching and School Leadership (AITSL), 28, 29, 285, 365, 369
 see also Australian Professional Standards for Teachers (APST)
 Australian Law Reform Commission (ALRC), 386, 387
 Australian National Assessment Program (NAP), 108
 Australian Professional Standards for Teachers (APST)
 Aboriginal and Torres Strait Islander education in, 30, 254–5
 alignment and, 165
 assessment and, 165, 171
 classroom management and, 283, 302
 communication in, 350, 352, 353, 355
 cultural responsiveness and, 291
 diversity and, 221
 Graduate level in, 23, 149, 365, 366, 370
 Highly Accomplished and Lead teacher levels, 370
 mentoring and, 209
 overview, 22–6, 365, 366
 pedagogy and, 81
 perception of, 371
 planning and, 183
 policies and, 38, 59, 62, 63
 Professional Engagement domain, 28, 366–7, 396
 professional learning in, 28, 378
 Proficient level in, 366
 purpose, 14, 22–3, 363
 student learning in, 70
 teacher education and, 25–6
 use of, 370–2
 Australian Teacher Performance and Development Framework (AITSL), 29

 babies, communicating with, 348
 Backward Design, 190–1, 195
 Ball, S. J., 16–17, 22, 53
 Bandura, A., 74
 Bannister, A., 345
 Barber, M., 167
 Barnlund's transactional model of communication, 343
 Barry, K., 70
 Barton, G., 79
 behaviour(s)
 characteristics, 289–90
 external control of, 287
 functions of, 313

- behaviour(s) (*cont.*)
 management, 279, 386–9
see also classroom management
 off-task, 313, 319, 325–8
 positive acknowledgement of, 319–20
 responding to, 325–8
 secondary, 326
- behavioural learning theories, 74
- beliefs, 233, 234, 314–15
- Bennett, S., 108
- Bergum, V., 162
- Bernstein, B., 150
- Berry, A., 79
- Bielaczyc, K., 162
- Biesta, G., 17, 160
- big picture planning, 184–94
 assessment and, 192–4
 Backward Design, 190–1
 purpose, 183
 scope and sequence, 184–8
 student involvement in, 191–2
 Teaching and Learning Cycle, 188–9
- Black, O., 80
- Black, P., 171, 175
- blogs, 138, 140
- Bloom, B., 119
- Bloom's taxonomy, 119
- Bobongie, F., 265
- Boozer, A., 191
- Boshuizen, H. P. A., 310
- boundaries, 324–5, 377
- Bradbery, P., 71, 72
- Brady, L., 158
- bring your own device (BYOD)
 policies, 117
- Broadfoot, P., 171, 175
- Brock, P., 379
- Bronfenbrenner, U., 338, 344
- Brown, A., 108
- bullying, 225, 298
- Burden, P. R., 292
- Byron, T., 80
-
- Caena, F., 373
- care, ethic of, 375
- care theory, 95
- caring pedagogy, 86, 95–6
- caring teachers, 323
- Carlson, D., 191
- casual teachers, 205, 209–11
- celebrations, 242
- Centralian Middle School (NT), 285
- certification, 370
- Charles, C. M., 313
- child abuse, 389–90
- child development, 72, 73
- children, communicating with, 345, 347–51
- Chinese language, learning of, 118
- Chiu, L. H., 323
- choices, offering (behaviour), 327
- City, E. A., 79
- class roll, 63
- classroom management
 acknowledgement and, 319–20
 approaches, 280, 282
 areas of responsible action, 281–2
 classroom environment
 inventory, 303
 communication for, 283, 318–19
 corrective strategies, 325–8
 curriculum and, 288
 defined, 281, 310
 for diverse learners, 291–8
 frameworks, 298–301
 gifted learners and, 293–8
 historical perspective, 283
 lack of, 310
 plans for, 298–9, 302
 purposes, 281, 310
 resources, 302
 sociocultural perspective, 285–6, 291–3
 student motivation and, 321–2
 'teach more, manage less', 317
 as teacher concern, 279
 teacher–student relationships
 and, 323–5
 teaching practices and, 317–22
 theoretical approaches, 287–90, 303–4
- Classroom Organisation and Management Program (COMP), 300–1
- classrooms
 Country in, 260–1
 curriculum implementation in, 159–60
 digital technologies in, 113, 115, 118–19, 124–6, 128–9, 138–9
 ecology, 288
 equitable practices in, 291
 Indigenous relationship-building in, 268–70
 learning environments in. *see* learning environments
 noticing in, 81–2
 relationships in, 79, 83
 welcoming, 313–14
see also lesson plans
- Claxton, G., 80
- Clemans, A., 79
- climate change, 120
- Clinton, J., 371
- 'Closing the Gap', 254
- Cochran, K. F., 88
- Cochran-Smith, M., 38
- Code (website), 138
- codes of conduct, 379–82
- codes of ethics, 374, 379–82
- coding, 122, 133, 138
- Coffey, A., 153
- cognitive development, 73
- cognitive learning theories, 74
- collaboration, 134, 346
- collaborative learning, 89
- collaborative pedagogies, 86, 89–91, 163
- colleagues, 346, 351–3
- Collins, A., 162
- Colnerud, G., 375
- colonisation, 252–3, 259, 263–4, 273
- common good ethic, 374
- communication
 with babies, 348
 barriers, 340–1
 behaviour as act of, 313
 with children, 345, 347–51
 with colleagues, 346, 351–3
 complexity of, 339–40
 cultural responsiveness and, 292–3, 346
 defining, 336–7
 digital technologies and, 132, 134
 education-based, 337–41, 344–55
 with families, 61, 346–7, 353–4
 importance of, 335
 as intentional practice, 344
 lens of barrier and opportunity, 340–1, 356
 models, 337, 342–3
 non-verbal, 283
 with preschoolers, 349
 with primary school children, 350–1
 reflection and, 356
 with secondary school students, 351
 strategies and skills for, 347–55
 teacher–student communication, 283–4, 288, 318–19, 345, 347–51
 with toddlers, 348
 with wider community, 354–5
- communities
 communication with wider, 354–5
 Indigenous, working with, 264–70
 pedagogy based in, 93–5
 of practice, 208
- community accountability
 conferencing, 387

- computational thinking, 122
 Computer Age, 11
 computers, 106, 107
 concept maps, 199
 Conceptual Age, 11
 conditional acceptance, 244
 confidentiality, 391–3
 confiscation (discipline), 388
 congruent assessment, 176
 Considine, M., 48
 constructivist learning theories, 75
 contact zones, 346
 content differentiation, 200
 content knowledge. *see* pedagogical content knowledge (PCK)
 contextual skills (teaching), 12
 controlled burning, 258
 Convention on the Rights of the Child (CRC), 386
 conversations
 learning, 193, 194
 teaching vs. managing, 317
 cooperative learning, 89–91
 copyright laws, 393–4
 Cornish, L., 188
 corporal punishment, 386–8
 Corpus, J. H., 321
 corrective strategies (behaviour), 325–8
 Council of Australian Governments (COAG), 43
 Country, 256–61
 Acknowledgement of, 260
 in the classroom, 260–1
 colonisation and, 259
 defined, 252
 diversity of people on, 257–8
 Fire Country, 258
 as a living entity, 257
 people interdependence with, 258
 as teacher, 261
 Welcome to, 260
 Yupanguthi, 270
 Yuwibera, 269–70
 covert discrimination, 221, 244
 Creative Commons licence, 394
 creativity, 163
 credentialing, 43
 critical pedagogy, 86, 92–3, 94
 critical theory, 92
 critical thinking, 137
 critique, ethic of, 374
 cross-curriculum perspectives, 204, 255
 crowded curriculum, 211
 Cuban, L., 107
 cueing the class, 318
 cultural diversity, 292
 cultural exchange, 138–9
 cultural identities, affirming, 229
 cultural responsiveness, 291–3, 346
 culture(s)
 defined, 253
 described, 272–3
 Indigenous Australian, 272, 273, 274
 school, 273
 curriculum
 alignment and, 150, 151–2
 beliefs and attitudes about, 159
 changes in, 155
 classroom management and, 288
 crowded, 211
 definitions, 152, 155–6
 design and technologies area, 185–7
 differentiation and. *see* differentiation
 differentiation
 engaging, 317
 essential elements in, 80–1
 ideologies informing, 234
 integrated, 196–7, 204
 interpreting, 155, 158–9
 orientations, 157–8
 place-conscious, 94
 political component of, 157–8
 scope and sequence frameworks and, 184–8
 shared, 196
 spiral curriculum, 187
 types, 156–7
 see also Australian Curriculum.
 curriculum compacting, 200
 curriculum gap, 156
 cybersafety, 62–3, 125–6, 135

 Da Ros-Voseles, D., 348
 Darling-Hammond, L., 21, 25
 data
 in Backward Design planning, 191
 interpreting, 175
 Davies, W. K., 26
 De Lievre, B., 89
 Deci, E. L., 320, 321
 decision making
 checklist, 376
 ethics and, 373–8
 social justice and, 237
 Declaration on the Rights of Indigenous Peoples (UNDRIP), 253
 Dede, C., 12
 DeFranco, T., 197
 Degener, S., 93
 Delandshere, G., 168
 Department of Education and Training (QLD), 43
 Department of Education, Skills and Employment (National), 43
 Depover, C., 89
 DeRuiter, J. A., 88
 design and technologies area (Victorian Curriculum), 185–7
 design and technologies strand (Australian Curriculum), 114
 detention, 388
 development, child, 72, 73
 diagnostic tests, 169
 dialogical learning, 163
 differences
 flaunting knowledge related to, 244
 life-shaping influence of, 224–5
 meaning attached to. *see* meanings
 powerful categories of, 230
 representation of, 238–40, 241
 see also diversity
 differentiation
 approaches to, 200–1
 assessment for, 198–9
 described, 197–8
 digital technologies and, 132
 for learning difficulties, 199–200
 planning for, 205–7
 Digital Age, 11
 digital citizenship, 135–6
 digital competence
 areas of, 133–9
 content and knowledge creation, 137–8
 demand for, 109, 133
 ethics and responsibility, 135
 evaluation and problem solving, 137
 factors influencing, 108
 increasing, 126–7
 prevalence of, 108
 of teachers, 109, 124–5
 technical operations, 133–4
 digital natives, 108
 digital technologies
 assessing, 127–8
 for assessment, 129, 131–2, 174–5
 attitudes towards, 111–13
 Australian Curriculum and, 88, 114, 115–17, 122, 124, 133
 in classrooms, 113, 115, 118–19, 124–6, 128–9, 138–9
 as collaborative tool, 134
 communication using, 132, 134
 competence in using. *see* digital competence
 cybersafety, 62–3, 135

- digital technologies (*cont.*)
 defined, 105, 106
 early learners and, 113
 ethics and responsibility using, 135
 evaluation frameworks, 88, 119–22, 127–8
 future preparation and, 133
 gender and, 123, 134
 history, 106–7
 ideas for using, 130–3
 information management, 134
 issues surrounding, 108–9, 388
 pedagogical positioning of, 98, 117–22, 126–7, 132
 personal experiences with, 105
 practical considerations, 128–9
 prevalence, 106–8
 resources, 140–1
 skills related to, 116
 sourcing appropriate, 130
 STEM and, 122–3
 as stimulus, 130
 for storytelling, 128
 as a tool, 131
- Digital Technologies Hub website, 114
- digital wisdom, 111–12
- Dillenbourg, P., 89
- Dimensions of Learning framework, 299–300
- Direct Instruction (DI), 86, 91, 92, 162
- directives, 42
- discipline, 283, 386–9
see also classroom management
- discourse (classroom management), 288
- discrimination, 220–1, 244, 390
- dismissal of teachers, 382
- dispositions, 368
- disruptive behaviour. *see* off-task behaviour
- diverse learners
 classroom management for, 291–8
 cultural responsiveness and, 291–3
 described, 221
 engaging and motivating, 318
 knowledge for working with, 229–34
 working to include, 235–43, 245
- diversity
 in Australia, 16, 222–3
 complexity of term, 221
 cultural, 292
 defined, 219, 291
 embracing, 291
 examples, 220
 of families, 346
 forms of, 222
 teaching for, 221, 228–9
- Dockett, S., 340
- documentation, 203
see also lesson plans
- Donoghue v Stevenson* [1932], 384
- Down, B., 93, 94, 95
- ‘the Dreaming’, 274
- Dreamtime stories, 274
- Dunn, K., 77
- Dunn, R., 77
- Dunst, C. J., 353
- duty of care, 384–5, 388, 391
 checklist, 385
- Dweck, C., 319
-
- Early Childhood Australia, 379
- early childhood sector, 387
- early learners, 113, 162–4
- Early Years Learning Framework (EYLF), 59, 96, 114, 255
- education
 colonisation and, 252–3
 departmental authorities, 153
 diversity in. *see* diversity
 factory model of, 70–1
 global positioning of, 55
 as a human right, 42
 Indigenous. *see* Indigenous
 Australian education
 message systems of, 150–1
 population differences and
 pathways of, 224–5
 purpose of, 16–18
 student-centred approaches, 71
 teacher. *see* teacher education
 twenty-first-century. *see* twenty-first-century teaching/learning
see also agency, student
- education bodies, 395
- educational justice, 236–8
see also social justice
- education-based communication
 barriers, 340–1
 communication models and, 342–3
 complexity of, 339–40
 defined, 337–8
 lens of barrier and opportunity, 340–1, 356
 purposes, 338
 relational contexts for, 345–7
 strategies and skills for, 347–55
see also communication
- Educational Transitions and Change (ETC) Research Group, 350
- Edwards, C., 287
- Egan, K., 157
- Eisner, E. W., 157, 158
- Elmore, R. F., 79
- emotions, managing, 311–13
- employment trends (teachers), 20–1
- enacted curriculum, 156
- engagement, 310, 317–22
- environments
 learning. *see* learning environments
 students’ home, 83–4
- eportfolios, 194
- Epstein, J. L., 338, 340
- equality, 291
- equity, 122–3, 237–8, 240–1, 291
- Erikson, E., 73
- eSafety, 62–3, 125–6, 135
- e-textbooks, 127
- ethical dilemmas, 375–7
- ethics
 codes of, 374, 379–82
 decision making and, 373–8
 defining, 373
 digital competence and, 135–6
 privacy issues and, 392
 professional/personal boundaries and, 377
 of research, 378–9
 teacher perceptions of, 375
 of teaching, 372–83
 universal dimensions, 375
- evaluation, 50, 137, 150
see also assessment
- Evans, C., 268
- Evertson, C., 300
- evidence
 culture of, 25
 for Graduate Standards, 25–6, 370
 in policy cycle, 50
- Ewing, R., 155
- examinations, 169
- exclusion (social justice), 238–40, 242–3
- expectations, of teachers, 314–15
- experience, quality and equity of, 237, 240–1
- experienced curriculum, 156
- experiential learning, 124
- explicit (direct) instruction, 86, 91–2, 162
- extrinsic motivation, 321–2
-
- Facebook, 125–6, 138
- fairness, 236, 374
- families
 communicating with, 61, 346–7, 353–4
 diversity of, 223, 346

- feedback
digital technologies and, 132
effective, 319
reporting and, 154, 176
social justice and, 242
student learning and, 78, 319
- Ferrari, A., 109, 133
- Fiarman, S. E., 79
- Finland, 285–6
- First Nations People, 257
see also Indigenous Australians
- Fleer, M., 348
- flexibility, 95
- Fogarty, R., 196
- food policies, 59–61
- force, use of, 388–9
- foreseeability, 384
- formative assessment, 176
- Forster, D. J., 380
- Foss, K. A., 336
- framework (policy), 44
- frameworks
classroom management, 298–301
digital technologies evaluation, 119–22
- Fraser, N., 236, 237
- freedom of information legislation, 392
- Freire, P., 93
- Fuhrman, S., 38
- funds of knowledge, 83
-
- Gagné, F., 293
- Garner, J., 188
- gender
digital technologies and, 123, 134
school completion and, 224
stereotypes, 243
- geography, 138–9
- Geyer v Downs* (1977), 384
- Gholami, K., 95
- gifted learners, 293–8
- Gillies, R., 90
- Ginott, H., 227
- Glasser, W., 316
- Glasswell, K., 191
- global policy, 42–3
- goal setting, 29
- Goff, W., 340
- Golem effect, 315
- Good, T. L., 314
- gradual release of responsibility
model, 92
- Graff, N., 191
- Graham-Clay, S., 340
- Grant, L. W., 96
- graphic organisers, 199
- Great Barrier Reef unit, 204, 205
- group work, 89–91, 295
- Gruenewald, D. A., 92, 93, 94
- ‘guide on the side’ pedagogy, 162
- guidelines
defined, 39
no-smoking policy, 41
policy and role of, 39, 44
professional experience, 44–6
-
- Hall, C., 83
- harassment, 390
- Hardin, C. J., 300
- Hargreaves, A., 15
- Hattie, J., 15, 78, 96, 177, 228, 319
- Hayenga, A. O., 321
- heterogeneity, 222
- hidden curriculum, 156
- high-ability students, 200
- high-definition curriculum, 157
- Hill, D., 108
- Hill, P., 167
- history
teaching, 259–60
- Hoffman, K. F., 320
- homework, 52
- Honigsfeld, A., 77
- Hopkins, B., 387
- Hornsby, D., 195, 196, 204
- Huff, J. D., 320
- humanistic learning theories, 74
- Huntington, A., 345
-
- IBM, 109
- identity, Indigenous languages and, 271
- ideologies, 233, 234
- imitation, as communication, 348
- incentives, 320
- inclusion
defined, 317
negative, 244
physical environments
promoting, 314
social justice and, 236, 238–40, 242–3
- inclusive education, 291
- independent schools, 386, 387
- Indigenous Australian education
Australian Curriculum and, 255
broader context for, 253–4
completion rates in, 224, 225
defined, 252
EYLF and, 255
knowledge systems in, 252
school scenarios, 256, 262, 264
settler-coloniser impact on, 253
standards addressing, 30, 254–5
teacher education addressing, 30
- Indigenous Australians
citizenship, 233
Country and, 256–61
cultures, 272, 273, 274
defined, 253
diversity of, 262
identity of, 262–3
kinship systems, 263, 265–8, 269
knowledge systems, 252, 273–4
languages, 271–2
policies affecting, 263–4
relationship-building with, 264–70
rights of, 233, 253
suicide rate, 225
terminology, 263
Yolŋu people, 257
Yupanguthi, 270
Yuwibera, 269–70
- indigenous peoples (general), 262
- Industrial Age, 11
- Information Age, 11
- information and communication
technology (ICT)
Australian Curriculum and, 88, 114, 124
competence with. *see* digital
competence
cybersafety, 62–3, 135
defined, 104
pedagogy and, 88
see also digital technologies
- information management, 134
- informed consent (research), 379
- inherent requirements (teacher
education), 368–9
- Initial Teacher Education Program
Standards, 363, 366, 367
- inquiry approaches (pedagogy), 162
- inquiry, teacher, 27
- instructional core, 80
- instructions, to students, 318–19
- integrated curriculum, 196–7, 204
- integrity, 380
- intellectual property laws, 393–4
- intended curriculum, 156
- internal control (classroom
management), 287
- internet, 62–3, 125–6, 137
- intervention, by teachers, 388–9
- intrinsic motivation, 321–2
- iPads, 115
-
- Jaeger, R., 96
- Japan, 122
- Jarodzka, H., 310
- Johnson, D., 89, 90
- Johnson, R., 89, 90

- justice, 237, 242, 374
see also social justice
-
- Kahoot quiz, 129
- Kapur, M., 162
- Kennedy, K.,
- Keogh, J., 209
- Kervin, L., 108
- KidsMatter, 338
- King, L., 70
- King, R. A., 88
- kinship systems, 263, 265–8, 269
- knowledge
 building professional. *see*
 professional learning
- collaborative construction of, 208
- foundations of professional, 24–5
- funds of, 83
- Indigenous Australians' systems
 of, 252, 273–4
- students as producers of, 118,
 137–8
- Koehler, M. J., 88, 120
- Kohlberg, L., 73
- Kovach, B., 348
- KWL charts, 198
-
- Laletas, S., 323
- Lancaster, G., 79
- language(s)
 Indigenous Australian, 271–2
- revitalisation of, 272
- at school, 271
- language-rich learning, 163
- Lave, J., 208
- learning
 abstract nature of, 167
- adjustments. *see* differentiation
- assessment for, 77–8, 192–4
- behaviour and, 313
- changing notions of, 10
- evidence of, 154, 167
 see also assessment
- expectations of, 293
- feedback and, 78, 319
- planning for. *see* planning
- professional. *see* professional
 learning
- programs for, 149, 188
 see also lesson plans
- styles of, 76–8
- teaching and, 79–80
- theoretical perspectives, 73–5
- twenty-first-century. *see* twenty-
 first-century teaching/learning
 see also pedagogy/-ies.
- learning conversations, 193, 194
- learning difficulties, 199–200
- learning environments
 about, 201
- behaviour's functions in, 313
- emotions and, 311–13
- for gifted learners, 295–6
- managing, 281–2
- physical space, 313–14
- positive, 285, 302, 310, 311–14
- routines in, 315
- rules in, 316
- teacher expectations, 314–15
- learning management systems, 132
- learning outcomes, for gifted
 learners, 296
- learning processes
 differentiating, 200–1
- dimensions, 72
- for gifted learners, 296
- individual development and,
 72–3, 164
- making explicit the, 163
- planning and, 70–2
- principles, 71
- legal requirements, 63, 383–96
- legislation
 defined, 39
- no-smoking policy, 41
- organisational resources related to,
 policy and role of, 39
- teaching-related, 63, 383–96
- Lego Mindstorms, 130
- Lehrer, R., 322
- lens of barrier and opportunity
 (communication framework),
 340–1, 356
- lesson plans
 contents, 203
- daily, 183, 184, 205–7
- differentiation and. *see*
 differentiation
- engaging and motivating, 318–19
- for gifted learners, 296
- guiding questions for, 160
- key ideas and themes, 195–7
- purpose, 183
- scope and sequence plans for,
 187–8
- single, 204
- student-focus in, 70, 78
- templates, 204, 205–7
- LGBTQIA+ youth, 225
- licences, use and reproduction, 394
- life skills, 89
- lifelong learning, 26
- lifeworld, 83–4
- Limit, Expect, Accept, Relinquish,
 Network (LEARN) framework,
 301
- Lingard, B., 42, 49, 51, 52, 55, 151,
 228
- Linke, P., 348
- literacy development, 115, 128
- Littlefield, J., 322
- Littlejohn, S. W., 336
- local policy, 44
- Long, M., 79
- Longworth, N., 26
- Lonning, R., 197
- Lorde, A., 232
- Lortie, D., 79
- Loughran, J., 71, 79, 81, 83, 87
- low-definition curriculum, 157
- Lucas, B., 80
-
- Madelaine, A., 91, 92
- Maker, C. J., 199, 295
- Maker Movement, 119, 122
- Malone, D. M., 381
- Malone, K., 83
- mandatoy reporting, 389–90
- Marais, L., 368
- Markkula Center for Applied Ethics,
 374
- Marsh, C. J., 156
- Marzano, J. S., 323
- Marzano, R. J., 299, 323
- Maslow, A., 74
- materials, copyright and use of,
 393–4
- mathematics, 322
- Maton, K., 108
- McClintic-Gilbert, M. S., 321
- McCormick, C. B., 76
- McDonald, T., 281
- McGregor, G., 151
- McInerney, P., 93, 94, 95
- McLuhan, M., 125
- McMullen, F., 91, 92
- McTighe, J., 190, 195, 197
- McWilliam, E., 162
- meanings
 changing nature of, 231–2
- in contexts, 231
- as produced, 231
- schools' creation of, 234, 242–3
- 'meddler in the middle' pedagogy,
 162
- Melbourne Declaration*, 53, 54, 55, 56
 see also Australian Curriculum
- mentoring, 47–8, 209, 310
- Middleton, J. A., 322
- milk in schools policy, 37–8, 39
- Millane, V., 385
- Ministers of Education, 43, 53
- misconduct of teachers, 382
- Mishra, P., 88, 120

- mobile technology (MT), 107, 388
see also digital technologies
- Mockler, N., 212
- modelling, 349
- models, digital technologies,
119–22
- moderation, 177
- Moll, L. C., 83
- moral development, 73
- morality, 373
- Morris, Z., 324
- Morrison, Scott, 43
- Morrison, T., 237
- motivation, 310, 317–22
- multimedia, 107
- Murdoch, K., 195, 196, 204
- mythical norms, 232–4
-
- narrative, 164
- National Agreement on Closing the Gap*, 254
- National Assessment Program
– Literacy and Numeracy
(NAPLAN), 77, 78, 168, 176,
211–12
- National Cabinet, 43
- National Federation Reform Council
(NFRC), 43
- National Framework for
Professional Standards in
Teaching, 365
- National Innovation and Science
Agenda, 122
- negative inclusion, 244
- negligence, 384–5
- negotiated curriculum, 157
- Nevid, J., 320
- New South Wales
code of conduct, 380
corporal punishment in, 387
curriculum authorities, 153
Department of Education, 43
education policy in, 43
Education Standards Authority
(NESA), 43
registration authority in, 394
- Newnham, H., 383, 385
- newsletters, 340–1
- Nielsen, T., 301
- Nielson, A. B., 199
- Nietfeld, J. L., 320
- Noddings, N., 157
- non-verbal communication, 283
- norms, 232–4
- Northern Territory
Centralian Middle School, 285
code of conduct, 380
corporal punishment in, 387
- curriculum authorities, 153
registration authority in, 394
- notes, 340–1
- null curriculum, 157
- nutrition, 59
-
- Obama, B., 122
- object-oriented programming, 133
- observation schedules, 82
- off-task behaviour, 313, 319,
325–8
- O’Laorie, M., 272
- Olsen, J., 301
- one-to-one laptop program, 106
- online quizzes, 129, 131
- opportunity (social justice), 236,
238–40
- oral language development, 115
- Organisation for Economic
Co-operation and Development
(OECD), 43, 71
- organisational requirements, 63
- out-of-field teaching, 21, 371–2
- overt discrimination, 221, 244
-
- Palmer, P., 69, 97, 229
- Papert, S., 107
- parallel acknowledgement, 319
- parents, communicating with, 61,
346–7, 353–4
- Parr, J. M., 191
- participants, research, 379
- Partnership for 21st Century
Learning (P21), 13
- Paterson, A. S., 320
- PBS (positive behaviour support)
model, 298
- pedagogical accommodation, 95
- pedagogical content knowledge
(PCK), 86, 87–8, 195
- pedagogical inclusion, 95
- pedagogy/-ies
age-appropriate, 162–4
alignment and, 150, 151–2
approaches, 85–96, 162, 164
as connectedness, 69
core of, 79–81
culturally-responsive, 293
definitions, 153–4, 161–2
described, 69, 78–9
digital technologies and, 98,
117–22, 126–7, 132
of effective teachers, 96–8
environment and, 83–4
as noticing, 81–2
relationships and, 79, 83
stances, 162
technologies and, 88
- Peden, S., 368
- peer mentoring, 209
- perceptions, student, 299–300
- perennial skills (teaching), 12
- personal disclosure, 391
- Phelan, T., 284
- physical environment, 313–14
- Piaget, J., 73
- Pickering, D. J., 299
- Pink, D., 11
- place-based pedagogy (PBP), 86,
93–5
- place of residence, school
completion and, 224
- plagiarism, 378
- planned curriculum, 156
- planning
assessment, 172–4, 190–1,
192–4
Australian Professional Standards
for Teachers on, 183
Backward Design, 190–1, 195
big picture, 183, 184–94
for casual teaching, 205, 209–11
for clarity, 192
classroom-level, 195–202
for classroom management,
298–302
as linear process, 190
multi-purpose, 211
quality, 183
questions underpinning, 70
for sociocultural learning, 208
student involvement in, 191–4
Teaching and Learning Cycle, 183,
188–9
see also lesson plans
- play-based approaches (pedagogy),
162, 164
- playground supervision, 384
- policies
analysing, 54–6
anaphylaxis management, 60–1
in context, 57–8
creation, 48
cybersafety, 62–3
cycle, 49–52
defined, 39
direction-setting role of, 52–3
documentation, 50
enacting, 39
evaluation, 50
examples, 52, 53
food, 59–61
formulation, 50
global, 42–3
implementation, 50, 56
importance of, 42

- policies (*cont.*)
 Indigenous Australian-related, 254, 263–4
 levels of, 42–4
 local, 44
 milk in schools, 37–8, 39
 national, 43, 55
 as process, 52–3
 professional experience and, 44–6
 purposes, 39
 research's relationship with, 38
 role of, 48
 on smoking, 40–1, 42
 state, 43, 57
 student safety and wellbeing, 59–61
 territory, 43, 57
 for twenty-first-century teaching, 59–64
see also guidelines
 policy studies, 38–9
 politics of recognition, 237
 politics of representation, 237
 portfolio of evidence, 25, 370
 practices, 37
 practicum. *see* professional experience (practicum)
 pre-/post tests, 199
 pre-active curriculum, 156
 pre-assessment, 191, 198–9
 Prensky, M., 108
 preschoolers, communicating with, 349
 preservice teachers
 codes of conduct for, 381
 entry into profession, 367–70
 Indigenous relationship-building guidelines, 268–9
 mentoring and, 47–8, 209
 professional experience guidelines, 44–6
 primary schools
 communicating with children in, 350–1
 teaching loads in, 19–20
 Pritchard, A., 76, 77
 privacy, 125–6, 391–3
 problem-based learning (PBL), 295
 problem identification (policy cycle), 50, 51–2
 problem solving
 digital technologies and, 137
 as pedagogical approach, 162
 procedures, 44
 process differentiation, 200–1
 product differentiation, 201
 professional development, 26
see also professional learning
 professional experience (practicum), 30, 44–6, 328
 policy checklist, 46
 professional knowledge, 24–5
 professional learning
 of digital technologies, 125
 engaging in, 28–30, 396–7
 notions of, 26–7
 planning, 26–30
 requirements, 396
 resources, 28, 31, 397
 professional philosophy, 31
 professional relationships. *see* colleagues
 professional standards. *see* standards, professional
 professionalism, 364, 377, 379–82
 Program for International Student Assessment (PISA), 43, 55
 programming (coding), 122, 133, 138
 programs, learning, 149, 188
see also lesson plans
 progress, student, 175
 Progressive Achievement Tests (ACER), 77, 78
 project approaches (pedagogy), 162
 psycho-social development, 73
 public sector codes, 381
 Puentedura, R., 120
 Pygmalion effect, 315

 QR codes, 104
 quality of experience, 237, 240–1
 Queensland
 code of conduct, 380
 corporal punishment in, 387
 curriculum authorities, 153
 Department of Education and Training, 128
 education policy in, 43
 registration authority in, 394
 Queensland College of Teachers (QCT), 43, 377
 Queensland Department of Education and Training, 162
 questionnaire, 112–13

 Reconciliation, 253, 254
 redirections (behaviour), 326
 redistribution, 236
 reflection, 29, 82, 335, 356
 refugees, 293
 registered teachers, 370–2
 registration, 369, 394, 396
 regulations, 39, 383–96
 relationships
 with colleagues, 346, 351–2
 with families, 346, 353
 with Indigenous communities, 264–70
 teacher–student. *see* teacher–student relationships
see also communication
 reliability (assessment), 171, 173
 relief teachers. *see* casual teachers
 remote schools, 58, 187, 224
 reporting
 alignment and, 151–2
 assessment in, 176
 defined, 154
 described, 175
 feedback and, 154, 176–7
 representation, 237, 238–40, 241, 242
 research, 38, 378–9
 respect, 380
 Respect, Relationships, Reconciliation (3Rs) website, 30
 responsibility, online, 135–6
 responsiveness, educator, 164
 restorative justice, 387
 retention rates, 224
 Reupert, A., 313, 323
 rewards, 242, 320, 321
 Reynolds, R. E., 71
 Richmond, C., 316, 317, 318
 Ridnour, K., 283
 rights ethic, 374
 rights of students, 386–9
 Rittel, H. W. J., 51
 Rizvi, F., 42, 49, 51, 52, 55
 Roberts, P., 57, 94
 Robin A., 161
 Robinson, K., 14, 48, 57
 Roffey, S., 313
 Rogers, B., 315, 318, 327
 Rogers, C., 74
 Rotherham, A. J., 13
 routines, 311, 315–16
 rules (classroom), 311, 316, 326
 rules (policy), 39, 41, 44
 rural populations, suicide in, 225
 rural schools, 58, 187, 224
 Ryan, R. M., 320

 Sachs, J., 22
 Sadler, D. R., 167
 Saeed, S., 322
 safety policies, 59–61, 62–3
 ‘sage on the stage’ pedagogy, 162
 Saljo, R., 71
 same-gender attracted population, suicide in, 225
 scaffolding, 164

- scanning the room, 318
 Schallert, D. L., 71
 Scherer, D. G., 76
 Schonour, S., 284
 school(s)
 culture, 273
 discipline in, 387
 heterogeneous nature of, 222
 languages at, 271
 legal responsibilities of, 384, 385
 meanings created by, 234, 242–3
 policies, 44
 transition to, 350
 school-based assessment, 170
 school completion
 flow-on effects of, 225
 population differences, 224
 school-wide positive behaviour
 support model, 298
 Schramm's interactive model of
 communication, 342–3
 Schutz, P. A., 324
 Scootle, 115
 scope and sequence frameworks,
 184–8
 screen time, 108–9
 secondary schools
 communicating with students
 in, 351
 teaching loads in, 19–20
 settler-colonisers, 252–3, 259,
 263–4, 273
 sexual abuse, 389–90
 sexual harassment, 391
 Shannon and Weaver's linear model
 of communication, 342
 Shapira-Lishchinsky, O., 375
 Shapiro, J. P., 374
 shared curriculum, 196
 Sharplin, E. D., 368
 Sherin, M. G., 81
 Shfrin, D., 108
Shrek, 241
 Shulman, L. S., 87, 195
 Shute, V. J., 319
 silence, social justice and, 237
 Singer, P., 373
 skills
 digital technology-related, 116
 education-based communication,
 347–55
 twenty-first-century teaching/
 learning, 12–13
 skills tests, 169
 Skinner, B. F., 74
 Skype, 139
 Sleeter, C., 70
 Sleishman, P., 313
 smartphones, 117
 smoking, policies on, 40–1, 42
 Smyth, J., 93, 94, 95
 social constructivism, 89, 118–19,
 208
 social justice
 barriers to, 243–4
 defined, 235–6
 fairness and, 236
 lenses, 236–8
 social learning theories, 74
 social media, 106, 125–6, 132
 social norms, 232–4
 sociocultural learning theory, 208
 socio-economic status, university
 attendance and, 224
 'Sock Puppets' app, 115
 Soto, N. E., 95
 South Australia
 code of conduct, 380
 corporal punishment in, 387
 curriculum authorities, 153
 registration authority in, 394
 Spaulding, S., 344
 spiral curriculum, 187
Staff in Australian schools (SiAS)
 report (ACER), 20–1
 Standard Australian English, 272
 standardised tests, 55, 77
 standards, professional
 defined, 365
 development of, 365
 international, 367
 limitations, 371
 purpose, 21
 resources related to, 31
 teacher education, 25–6, 363,
 366, 367
 teaching quality and, 371
 views on, 15, 21–2
 see also Australian Professional
 Standards for Teachers
 (APST)
 Standing Committee on
 Employment, Education and
 Training, 386
 states
 codes of conduct for, 380
 corporal punishment by, 387
 Curriculum responsibility and,
 152–3, 159
 on differentiation, 200
 educational policies and, 43, 57
 registration authorities in, 394
 Stefkovich, J. A., 374
 STEM, 122–3
 Stenhouse, L., 156
 stereotypes, 232, 243, 244
 storytelling, 128
 Stronge, J. H., 96
 Student Wellbeing Hub, 61
 students
 achievement of, 228, 242
 agency of. *see* agency, student
 altercations between, 388–9
 attitudes and perceptions,
 299–300
 behaviours of. *see* behaviour(s)
 high-ability, 200
 involvement in planning, 191–4
 as knowledge-producers, 118,
 137–8
 with learning difficulties, 199–200
 learning processes and. *see*
 learning processes
 motivation, 310, 317–22
 rights of, 386–9
 roles of, 138
 safety policies for, 59–61
 success of, 18, 225, 228–9
 teacher relationships with. *see*
 teacher–student relationships
 wellbeing of, 59–61, 226
 Suarez, T., 111
 Substitution, Augmentation,
 Modification and Redefinition
 (SAMR) model, 118, 120–1,
 127–8
 suicide, 225
 summative assessment, 176
 SunSmart campaign, 50–1
 syllabus. *see* curriculum

 tactical ignoring, 325–6
 take-up time, 327
 Tapia, J., 83
 Tasmania
 code of conduct, 380
 corporal punishment in, 387
 curriculum authorities, 153
 registration authority in, 394
 teachable moments, 191
 teacher-centred approach, 91–2,
 190
 teacher education
 Indigenous students and, 30
 inherent requirements as part of,
 368–9
 policy studies in, 38–9
 professional standards and, 25–6,
 363, 366, 367
 quality of, 367
 'theory–practice gap' and, 25
 Teacher Education Ministerial
 Advisory Group (TEMAG)
 report, 367

- Teacher Quality and Educational Leadership Taskforce, 365
- teacher–student relationships
- boundaries in, 324–5
 - care theory and, 95
 - caring teachers and, 323
 - classroom management and, 323–5
 - communication in, 283–4, 288, 318–19, 345, 347–51
 - effective, 323, 350
 - interpersonal understanding of, 289
 - pedagogy and, 79, 83
 - repairing, 327
- teacher/teaching quality
- defined, 367
 - evaluating and defining, 14–15
 - importance of, 15, 364–5
 - improving, 365, 371
 - see also* standards, professional
- teachers
- assessment of, 25, 48, 369
 - caring, 323
 - casual, 205, 209–11
 - certification of, 370
 - cooperative learning roles, 89–90
 - digital competence of, 109, 124–5
 - dismissal of, 382
 - education of. *see* teacher education
 - effective, 18, 96–8, 281–2, 315–16, 319
 - emotional regulation by, 311–13
 - employment trends, 20–1
 - expectations, 314–15
 - expectations of, 363
 - ideal attributes of, 19
 - inquiry and, 27
 - legal requirements, 383–96
 - litigation against, 383
 - meanings created by, 234, 242–3
 - mentoring and, 47–8, 209, 310
 - misconduct of, 382
 - personal disclosure by, 391
 - policy responsibilities of, 42
 - power of, 227–8
 - quality. *see* teacher/teaching quality
 - registered, 370–2
 - relationships. *see* relationships
 - roles of, 138
 - standards for. *see* standards, professional
 - student achievement and, 228
 - wellbeing resources, 226
- ‘withitness’ of, 318
- workloads, 19–20
- teaching
- ‘teach more, manage less’, 317
 - in Australia, 16
 - changing notions of, 10
 - culturally-responsive, 291–3
 - to diversity, 221, 228–9
 - see also* diverse learners
 - effective, 85, 317, 369
 - entry into, 367–70
 - environments for. *see* learning environments
 - ethics of, 372–83
 - of history, 259–60
 - of Indigenous languages, 272
 - learning and, 79–80
 - out-of-field, 21, 371–2
 - planning for. *see* planning
 - policies for, 59–64
 - preconceptions about, 79
 - as a profession, 364–5
 - purpose of, 16–18
 - quality. *see* teacher/teaching quality
 - values of, 380
 - see also* pedagogy/-ies
- Teaching and Learning Cycle, 183, 188–9
- Teaching Performance Assessment (TPA), 25, 369
- technical operations, 133–4
- technologies, 114, 185–7
- see also* digital technologies;
 - information and communication technology (ICT)
- Technology Enhanced Curriculum (TEA), 174
- Teitel, L., 79
- temporary teachers, 205, 209–11
- Teo, T., 112
- terra nullius, 259
- territories
- codes of conduct for, 380
 - corporal punishment by, 387
 - Curriculum responsibility and, 152–3, 159
 - on differentiation, 200
 - educational policies and, 43, 57
 - registration authorities in, 394
- tests, 55, 77, 169–70, 199
- Teven, J. J., 323
- texts
- set, 150
 - traditional, 241
 - transformative, 241
- theories
- child development, 73
 - classroom management, 287–90, 303–4
 - on learning, 73–5
 - ‘theory–practice gap’, 25
 - Thomas, R., 195, 197
 - Thompson, G., 211, 212
 - Thomson, P., 83
 - Timperley, H., 27, 319
 - Tobacco Act 1987*, 41
 - toddlers, communicating with, 348
 - tokenism, 244
 - tolerance, as negative inclusion, 244
 - Tomlinson, C., 198
 - Torres Strait Islander education. *see* Indigenous Australian education
 - Torres Strait Islander people, 262
 - see also* Indigenous Australians
 - TPACK model, 88, 120
 - traditional texts, 241
 - transformative texts, 241
 - transitions, school, 350
 - Tulley, M., 323
 - Turnbull, M., 122
 - turn-taking, 348
 - twenty-first-century teaching/learning
 - defined, 104
 - framework for, 13
 - policies for, 59–64
 - policy landscape and, 37
 - skills for, 12–13, 26
 - teaching standards and, 15
 - views on, 13–14
- Twitter, 125, 140
-
- Uluru Statement from the Heart, 253
- underachievement, 242, 297–8
- unions, 395
- United Nations, 42, 253, 386
- United States, 122, 372
- units of work
- described, 204
 - designing, questions for, 160
 - planning approaches, 204–5
 - requirements, 204
 - scope and sequence plans for, 187–8
- Universal Declaration of Human Rights (UDHR), 42
- universities, 45, 224–5
- urban schools, 224
- utilitarian ethic, 374
-
- validity (assessment), 171
- Vallance, E., 158
- values, 240–2, 380

- Van der Weegen, C., 388, 389
 Van Es, E. A., 81
 vicarious liability, 384
 Victoria
 code of conduct, 380, 382
 corporal punishment in, 387
 curriculum authorities, 153
 registration authority in, 394
 Victorian Curriculum F–10, 185–7
 videos, 13–14, 73, 98, 394
 virtual reality, 124
 virtual schoolbag, 83
 virtue ethic, 374
 voice, social justice and, 237–8, 242
 voting rights, 233
 Vygotsky, L. S., 75, 118, 208

- Ward, T. J., 96
 Watson (IBM), 109
 Watson, L., 367
 Watts, V., 287
 Webber, M. M., 51

- websites, 141
 Weinland, P., 197
 Weiser, M., 108
 Welcome to Country, 260
 wellbeing, student, 59–61, 226
 Wenger, E., 208
 Western Australia
 code of conduct, 380
 corporal punishment in, 387
 curriculum authorities, 153
 intervention regulations in, 388–9
 public sector codes, 381
 registration authority in, 394
 White, S., 8, 36, 58
 white papers, 53
 Whitmore, K. F., 83
 ‘wicked problem’, 51
 Wicks, G., 392
 wider community, communicating
 with, 354–5
 Wiggins, G., 190
 Williams, C. C., 322

- Williams, K. C., 322
 Williams-Johnson, M. R., 324
 Willingham, D., 13
 Willis, G., 156
 Wink, J., 92, 93
 Wiseman, D. L., 38
 ‘within student’ factors, 80
 ‘withitness’, 318
 Wolff, C. E., 310
 workloads, 19–20
 writing tasks, 128
 Wubbels, T., 287

- Yolŋu people, 257
 YouTube, 394
 Yupanguthi country, 270
 Yuwibera Country, 269–70

- Zhao, Y., 14
 zone of proximal development
 (Vygotsky), 75, 118
 Zyngier, D., 322