

## PART 1

# THE TEACHING PROFESSION

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## CHAPTER 1

# Introducing teaching as a profession

### LEARNING OBJECTIVES

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After studying this chapter, you should be able to:

- 1.1** describe teaching as a twenty-first century profession
  - 1.2** begin to understand and analyse your own professional identity
  - 1.3** discuss key aspects of pedagogical knowledge
  - 1.4** describe reflective practice and its importance in ongoing professional development
  - 1.5** recognise that personal and professional beliefs impact on pedagogical decision-making and teacher agency.
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**OPENING CASE**

**Why teaching?**

Tory has just landed his first full-time ongoing teaching job. The position is in a middle school in rural Australia, in a town of less than 10 000 people. He accepted the job after applying unsuccessfully for more than 40 positions in the metropolitan area close to where he completed his teacher education. With a double degree and qualifications to teach in early childhood settings and primary schools, he has won a position in a P–12 school with an enrolment of just over 300 students. The school **ICSEA (Index of Community Socio-Educational Advantage)** is 950. Tory has had one placement in a school where he taught a multi-aged class of Year 5 and 6 students. While his new position will involve teaching Year 7 and 8 students, he is feeling confident, as during his course he chose electives in integrated curriculum and science education. This school was in an area where students had a positive view of themselves and their learning. Tory had gleaned from the interview that this may not be the case in his new school. School attendance and retention were key issues that the school had identified in the school plan as key priorities over the next three years.



Nonetheless, Tory is thrilled to have finally secured a full-time position with a regular salary and school holidays, providing time to fulfil his long-held travel plans. He has completed endless days of casual teaching and two short-term contracts of six months each, and received lots of encouragement from teachers and principals. In his last contract position, he had hoped to secure at least a one-year contract, but there was a long list of teachers who had to be reassigned in the region, and associate teachers on government-funded initiatives who were ahead of him each time a vacancy arose. He greatly appreciated the encouraging feedback he’d received from his colleagues, but it was challenging to explain to his family and friends why he was not able to secure an ongoing teaching position.

Tory, like many people who join the teaching profession, was the first in his family to attain a degree. After all the long hours he’d spent studying while holding down a full-time position in a hardware chain, having to move away from his family and friends to take up this full-time position was not necessarily seen as a win by those close to him. Like many people who go on to become successful teachers, Tory’s choice of career was inspired by some of his own brilliant teachers. He particularly recalls his Year 3/4 teacher, Ms Rossi. Ms Rossi, he had imagined as a nine year old, was ‘pretty old’. Later, when he returned to his old primary school for a five-week professional experience, he realised that Ms Rossi had been in her early thirties when she taught him. The sorts of things he recalls her doing, and that he observed her still doing in her classroom, was the curriculum planning that included student access to a range of before-school activities. Outside the classroom were boxes of class sporting equipment, an early morning computer roster, a table in the hallway for revising and catching up on tasks, a bowl of fresh fruit that had been donated by FoodSavers, and a compost bucket for the leftovers. There was also a list of classroom monitors for general clean-up and kitchen garden duties. While he knew that he would be teaching older students, he also knew that central to the foundation for education is the need for all students to develop a sense of belonging to their school community, and strong relationships with their teacher.

**QUESTIONS**

1. What influenced you to be a teacher?
2. Think about how you remember your school teachers. How would you like your students to think of you?
3. How are expert and beginning teachers similar and different?
4. Consider how culture and family impact on education.
5. What career progression and leadership options are available for teachers today?

## Introduction

The commitment to teaching that beginning teachers like Tory bring to their studies and their careers affirms that teachers today — as those who have gone before them — have a love of learning and a genuinely felt passion for teaching. An enthusiasm for learning and a deep commitment to humanity and making a difference in the lives of the next generation are among the qualities of people drawn to a career in teaching. The authors of this text welcome you to the profession and what is ahead.

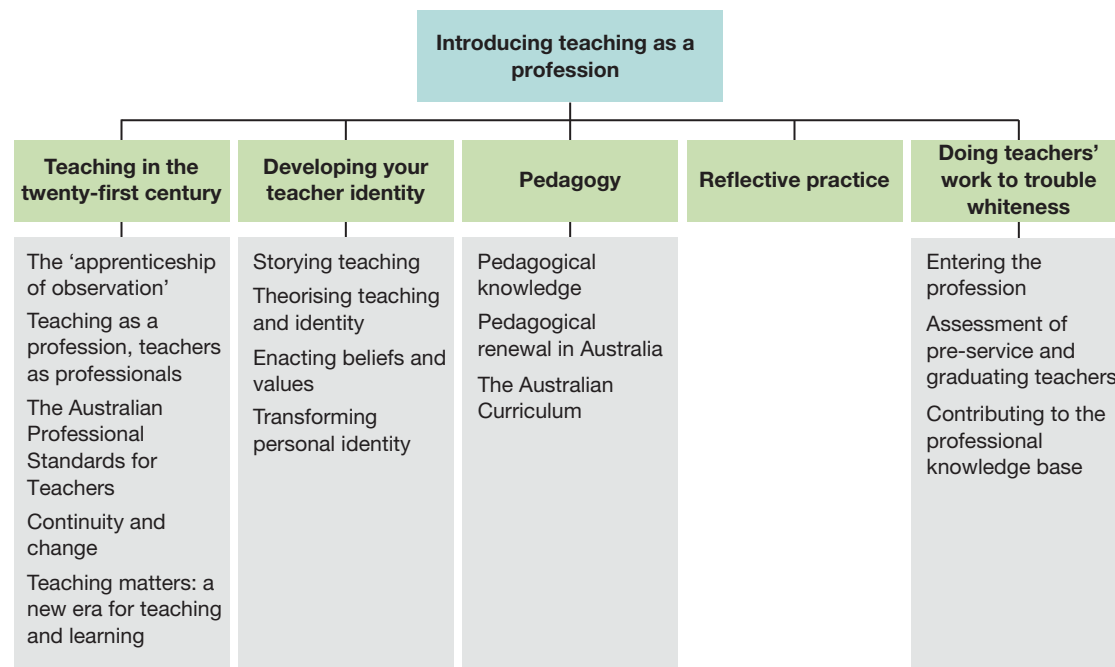
As you browse through this text, some chapters or headings may immediately jump out at you based on your current understanding of what it means to learn to teach. Initially you may think that all you need to know is something about student learning, planning and managing classroom behaviour. However, from the moment you first enter a school as a teacher and take a look at twenty-first century education from the other side of the desk, so to speak, the complexity and extent of the range of knowledge required to be a highly skilled teacher will become apparent.

This chapter (outlined in the diagram below) will introduce you to teaching as a profession and, we hope, provide you with a starting point from which to explore the many themes presented in this text.

This text is designed to support you and help you develop throughout your initial teacher education and your early teaching years. You will also be exploring the big questions about the purposes of education and *your* professional identity, values and beliefs and how you can shape your career as a leader in education.

When you arrive at your first class at a school, take a few minutes to consider why so many people retain powerful memories of their teachers. Years later, a particular teacher may still be recalled with respect and admiration. For some students, a teacher is remembered as someone who helped them completely turn their lives around. In the words of an experienced teacher and teacher educator, ‘Whatever the situation, the influence teachers have on their students is long lasting and can be profound. Good teaching makes a difference in the lives of children and young people’ (Pugach 2009, p. 1). Through school and classroom experiences, students discover possibilities for their futures, gain the knowledge and skills to pursue their hopes and dreams, and develop beliefs, attitudes and behaviours towards society.

Consider the experiences of a pre-service teacher, recounted next. The narrative describes the initial experiences of a pre-service teacher and is a snapshot of how an accomplished and outstanding teacher works in today’s classrooms, which are rich in student diversity.



Before commencing on her initial professional placement in her teacher education program, Ly is asked by her cohort leader to prepare a detailed context statement on the school where she is going to be placed for one day a week for the first semester of her course. The starting point for her research is the school's website. The Index of Community Socio-Educational Advantage (ICSEA) score of 1018 reported on the mySchool website shows the distribution of the scores is relatively even. The school has a strong emphasis on sustainability and the environment, and is culturally and socio-economically diverse. The suburb is in the inner city and contains many new arrivals, as well as professionals who are eager to live close to the city.

Bottom quarter	Middle quarters	Top quarter
30%	20%	24%

At the end of her first day of professional experience, Ly is required to complete an online post for members of her cohort. She writes, 'in the school environment, and within the classroom and playground there does not appear to be a divide between the students'. However, as she waits with her school mentor at the end of the day, she notices something striking. Parents who are waiting to collect their children after school are gathering in very different ways to what she has observed in the playground and in class. She concludes her 300-word post with the following: 'out of the school there is a more apparent racial divide'.

In her professional subject taught in the following week by her university lecturer each member of the cohort group is required to present to each of their group members an analysis of their initial observation and experiences of their school placement. Ly and her group are encouraged by their lecturer to delve further and to look up the Australian Bureau of Statistics (ABS) data for their respective schools. Ly reports to her group that while the ABS data shows an ethnically diverse area that reflects the make-up of the school, there is also a staggering variety of birthplaces, with no dominant foreign birthplace, or even a dominant continent of origin.

Ly does not have time to debrief with her tutorial group that day, so she posts again on the discussion board that night. She writes, 'I now understand why my classroom teacher allowed the students to choose their own topic for their survey. At first I thought it would be much easier if all the class were surveying the same thing. One student decided to survey the class on their ethnicity. He counted 13 different ethnic backgrounds in a class of 21. I learnt a lot about the school and the students' needs, interests and backgrounds by the use of an open-ended task. I am looking forward to going back next week and discussing these issues with my mentor teacher. I am learning a lot already from her, I think she is a great teacher.'

How did Ly's teacher become accomplished? When teachers and schools do their jobs well, students from all life circumstances, in every community, attain their potential. The day-to-day choices and judgments teachers make directly affect the quality of learning that takes place and also the lives of their students. In other words, good teaching matters — it matters a great deal. Once you make the commitment to teach, you agree to take responsibility for the quality of the experiences each of your students will have in your classroom during formative times of their lives and to honour the richness that is in every classroom.

## 1.1 Teaching in the twenty-first century

**LEARNING OBJECTIVE 1.1** Describe teaching as a twenty-first century profession.

Research in education endorses the idea that there is no single variable that improves student achievement more than the introduction of a great teacher. *Teacher quality* and *teaching quality* go hand in hand. 'Teacher quality — what teachers do' (Riley 2009, p. 7) comprises the identity of the teacher, their knowledge and their ability to develop strong skills in pedagogy, content and theory in order to plan for the learning of all students. 'Teaching quality — what students learn' (Riley 2009, p. 7) focuses on the teaching and learning that teachers put in place on a daily basis to improve student achievement. Teaching quality is dependent on:

- the personalisation of learning and respect for diverse learners
- building positive student–teacher learning relationships

- the capacity to implement curriculum relevant to the twenty-first century
- the continuous monitoring and evaluation of student learning.

This text is designed to help you become a high-quality teacher who practises teaching in accordance with **professional standards** and through an ethic of respect and care. The Australian Institute for Teaching and School Leadership (AITSL) provides national leadership for the Australian, state and territory governments for the teaching professional and school leadership. The website will provide you with a wealth of ideas and information about the profession of teaching that will guide you through both your initial preparation and throughout your career in teaching or leadership of teaching.

The aim of this text is also to support you to develop a **critical perspective** on learning and teaching and on the professional theories you will encounter during your studies and your work. A critical perspective is a way of viewing information, ideas and practices that refuses to take them for granted. This also involves critical self-reflection and self-evaluation to find any ‘blind spots’ that we may overlook due to our worldview and background. Coming to know your blind spots, examples of which may be your whiteness or resistance to other viewpoints, is critical to developing your understanding of professional knowledge, practices and your identity and engagement as teacher.

## The ‘apprenticeship of observation’

What do you remember of your schooling? Do you think it has shaped your views on learning and teaching? Dan Lortie, an eminent American sociologist of education, coined the term the ‘apprenticeship of observation’ (Lortie 1975, p. 61). The phrase refers to the fact that people who choose to study education begin their course having already experienced more than 12 years of continuous contact with teachers. Lortie argues that the apprenticeship of observation may lead to the assumption that ‘anyone can teach’ (p. 62). This assumption originates, in part, in the proposition that every student can make a reasonably accurate portrayal of a classroom teacher’s actions.

There is little doubt that people wanting to become teachers begin their studies with much more experience of education than a student choosing to enter some other profession. They have, however, as a student experienced only one aspect of teaching — and without an understanding of the knowledge or skill behind their teachers’ practices. It is important, therefore, that now — and indeed throughout your career — you take a critical perspective on your prior knowledge of schooling.

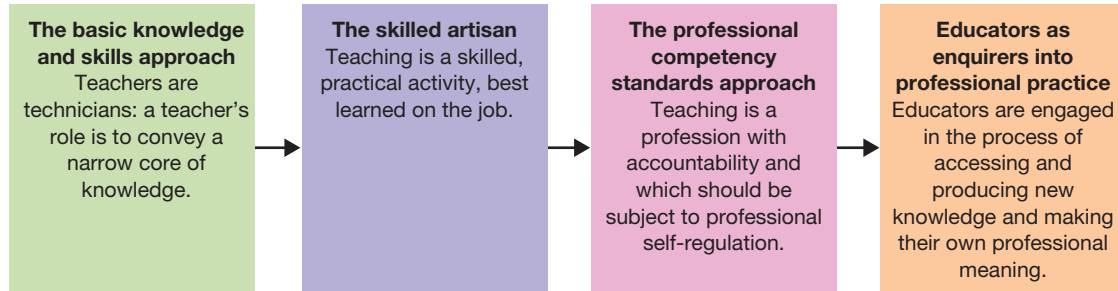
The notion of the apprenticeship of observation is widely used to explain the apparent lack of influence exerted by teacher education programs on teachers’ practice and may help explain the historical reluctance to invest in pedagogical research. It is crucial, however, that, as a profession, teaching possesses and articulates a high degree of specialised theoretical knowledge — and methods and techniques for applying this knowledge in day-to-day work. This also means keeping up to date with recent research and policy changes. As someone new to the study of education and teaching, you might be surprised to learn that despite much public debate regarding how best to fund education in Australia, Australian education is still funded by a model introduced by the Howard government in 2001.

## Teaching as a profession, teachers as professionals

The view of teaching as a profession and of the type of knowledge and skills that teachers must possess continues to evolve. Figure 1.1, drawn from the findings of an Australian analysis of teacher education (Reid & O’Donohue 2004), illustrates how approaches to teaching and teacher education differ.

Figure 1.2 shows the building blocks of professional identity and the expertise required of teachers in the twenty-first century. You will encounter these themes throughout your studies. Think ahead a year or two and, like Tory from our opening case, consider the excitement and challenges you will face in your first year of teaching. You may be aspiring to be a school curriculum or year level coordinator or a leader in community education such as a childcare centre or a not-for-profit organisation. Your course of study will help you recognise and question the loosely formed, or ‘tacit’, knowledge developed through your own experiences of education. It will help you improve your knowledge and skills throughout your career in teaching, which may end up being in a leadership role.

**FIGURE 1.1** The continuum of teacher professional knowledge



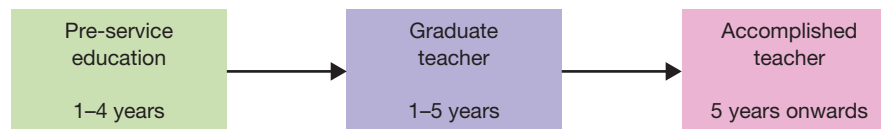
Source: Based on information from Reid and O'Donohue (2004, pp. 561–63).

**FIGURE 1.2** Professional identity and expertise in the twenty-first century



At this point, you are likely to be a pre-service teacher, a graduate teacher or perhaps someone just considering teaching as a career. The term **pre-service teacher** refers to students enrolled in a course of study intended to satisfy requirements for employment as a teacher. **Graduate teacher** (or beginning teacher) refers to a teacher in the first and subsequent early years of their professional life. An **accomplished teacher** is an educator who typically has more than five years of teaching experience and can demonstrate expert performance through tangible evidence such as a teaching portfolio or a leadership position. This professional progression is summarised in figure 1.3.

**FIGURE 1.3** The continuum of teaching practice: pre-service to accomplished teacher



Teaching, as you might have already understood, is a dynamic profession. In the twenty-first century change is a constant and every teacher lives and learns through social and professional change. The Australian Institute for Teaching and School Leadership (AITSL) develops national policies and high-quality tools and resources to support improvement in teaching and school learnings, and in turn student learning. On 14 October 2011, Australian education ministers endorsed the Australian Professional Standards for Teachers. In 2014 a major report, *Action Now: Classroom Ready Teachers* (TEMAG 2014), recommended significant changes for the preparation of pre-service teachers, including selection requirements and literacy and numeracy requirements set down for entry to the teaching profession.

The seven Australian Professional Standards for Teachers remain unchanged, but greater attention is now required to ensure that teachers in all Australian schools can identify what teachers need to know and be able to do in order to teach Aboriginal and Torres Strait Islander students, and to teach all students about Aboriginal and Torres Strait Islander languages, history and culture.

Teaching is a key focus of AITSL. Areas that are of importance to pre-service and beginning teachers include:

- the promotion and embedding of the Australian Professional Standards for all teachers
- high-quality induction for early career teachers
- evaluation of the use and impact of the Teaching Standards
- tools and resources to support teachers to engage in practices that improve learning.

Australian Teacher regulatory authorities register teachers in each state and territory. Registration requirements vary between Australian states. Although AITSL does not register teachers, they can give you information on registration, and some tools and resources to help you prepare for registration. The Australian Institute for Teaching and School Leadership (AITSL) career stages are defined as graduate, proficient, highly accomplished and lead. The AITSL website has a large section that demonstrates these career stages through illustrations of practice. To progress through these four career stages you will need to evidence your practice and growth as a teacher over time.

## The Australian Professional Standards for Teachers

The Australian Professional Standards (APS) for Teachers comprise seven standards that outline what teachers should know and be able to do (see table 1.1). The AITSL website contains detailed information on the APS and also acknowledges the crucial role of teachers in Australian society and their contribution to a high-quality education system.



Keep up to date on what is happening with teacher standards by visiting the AITSL website regularly. Like all such attempts and long-standing examples of teacher standards, such as those developed by the Ontario College of Teachers in Canada in 1997, developing teacher registration standards aims to capture the key elements of quality teaching. The APS show what teachers are expected to know and be able to do at four career stages: graduate, proficient, highly accomplished and lead. When you look at the Standards you will notice that they are grouped into three domains of teaching: professional knowledge, professional practice and professional engagement. However, teachers with expert professional knowledge recognise that these elements of teaching practice draw on aspects of all three domains and will overlap and interconnect.

**TABLE 1.1 The Australian Professional Standards**

Domains of teaching	Standards
Professional knowledge	1. Know students and how they learn. 2. Know the content and how to teach it.
Professional practice	3. Plan for and implement effective teaching and learning. 4. Create and maintain supportive and safe learning environments. 5. Assess, provide feedback and report on student learning.
Professional engagement	6. Engage in professional learning. 7. Engage professionally with colleagues, parents/carers and the community.

*Source:* Australian Institute for Teaching and School Leadership (AITSL).

Within each standard, focus areas provide further illustration of teaching knowledge, practice and professional engagement. These are then separated into descriptors at the four professional career stages. When you enter an accredited teaching program, by the end of your course you will be expected to meet a number of requirements. These requirements include standards for the graduate career stage; proficiency in literacy and numeracy; teaching Aboriginal and Torres Strait Islander students, and engaging with parents and communities to teach Indigenous content in and across the Australian Curriculum.

Following graduation, provisional registration is the first step towards full registration. Once you are provisionally registered, and have started teaching, you can work towards full registration, which is against the proficient career stage of the Australian Professional Standards for Teachers. The timeline to achieve full registration varies, so check with your teacher regulatory authority. Beginning teachers are required to move from provisional to full registration in the early years of their career. Preparing for full registration should be aligned with and supported by your induction within a school. The Australian teacher regulatory bodies are:

- Australian Capital Territory — Teacher Quality Institute ([www.tqi.act.edu.au](http://www.tqi.act.edu.au))
- Australasian Teacher Regulatory Authorities ([www.atra.edu.au](http://www.atra.edu.au))
- New South Wales — NSW Education Standards Authority (<http://educationstandards.nsw.edu.au>)
- Northern Territory — Teacher Registration Board of the Northern Territory ([www.trb.nt.gov.au](http://www.trb.nt.gov.au))
- Queensland — Queensland College of Teachers ([www.qct.edu.au](http://www.qct.edu.au))
- South Australia — Teachers Registration Board of South Australia ([www.trb.sa.edu.au](http://www.trb.sa.edu.au))
- Tasmania — Teachers Registration Board of Tasmania ([www.trb.tas.gov.au](http://www.trb.tas.gov.au))
- Victoria — Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au))
- Western Australia — Teacher Registration Board of Western Australia ([www.trb.wa.gov.au](http://www.trb.wa.gov.au)).

## Continuity and change

Teaching is a profession that has a long history, with traditions dating from Socrates (c. 469–399 BCE), Plato (c. 424–348 BCE) and Aristotle (c. 384–322 BCE).

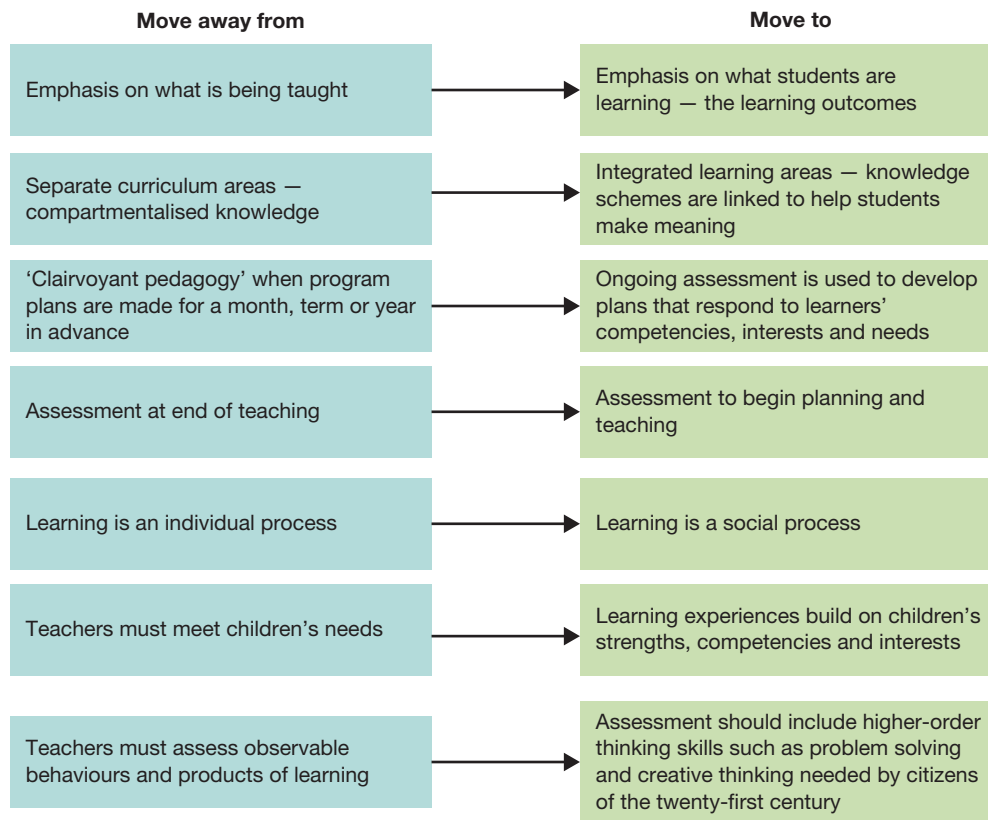
Australia's educational history is overwhelmingly influenced by Western traditions. Australia, like many other nations, has established schools, structures and education systems that maintain and contribute to our social fabric and culture. Many changes in education have been linked to major historical events or shifts, such as the two world wars and globalisation. Some of the events that have been most influential in Australian education and the educational context are listed in figure 1.4. This summary shows in brief how the Australian history of education has, in the main, been told through the colonisation of Australia, with the place of Aboriginal Australian history and education 'whitewashed'. Darker parts of the history of education, such as the experiences of the Stolen Generations, are invisible. As Patrick Dodson says in his Foreword to *The State of Reconciliation in Australia*, 'There is a discernible lack of appreciation by settler Australia about the grievances and sense of historical injustice that Indigenous people feel. This must be addressed for Australia to be reconciled' (Reconciliation Australia 2016).

**FIGURE 1.4** Historical influences on Australian education

2018	National Quality Agenda for Early Childhood Education and Care (NQS) commences in all states and territories, including Western Australia
2017	Gonski 2.0 school funding package passes through the Senate
2015	Foundation to Year 10 Australian Curriculum is implemented in all states of Australia
2009	Proposed reform of Commonwealth anti-discrimination legislation — one law proposed
2008	National apology to Indigenous Australians and the Stolen Generations
1992	<i>Disability Discrimination Act 1992</i> (Cwlth)
1986–93	Initial attempt to implement a national curriculum
1985	Reform of education legislation — education extended to students with disabilities from 1985 onwards
1973	Disadvantaged Schools Program — a Commonwealth program to reduce the effect of poverty
1946–60s	Post-war baby boom and waves of immigration — rapid growth of school enrolments
1939–45	World War II
1917–30s	Expansion of secondary education, but by 1946 still only 88% of 13–14-year-olds were in full-time education
1914–18	World War I School compulsory for ages 6–13. Many left at the primary level as secondary schooling was fee-based
1860s–1870s	Compulsory education legislated, e.g. Public School Act NSW (1866); Public Schools Bill, Tasmania (1868); Education Act Victoria (1872)
1788–1901	Settlement of Australia — Colonial period

Figure 1.5 provides a snapshot of some of the changes that have occurred in approaches to teaching and learning over time. A comprehensive discussion of the history of education, and what we can learn from it, is provided in chapter 2.

**FIGURE 1.5** How approaches to teaching and learning have changed over time



Source: Corrie (2002, p. 27, figure 2.1).

**WHAT ARE THE IMPLICATIONS FOR ME?**

Over the last decade researchers from the University of Newcastle, Australia have argued that ‘Quality Teaching is not a series of teaching skills which, if practised enough, will yield good outcomes for students’ (Griffith, Gore & Ladwig 2006, p. 11). The continuing program of research conducted at the University of Newcastle into the Quality Teaching framework (Bowe & Gore 2017) has some important implications for teachers at all career stages, and especially pre-service teachers, no matter which framework for teaching (and there are many) you may be introduced to.

The statement above is a useful point to consider as you begin to formulate your understanding of ‘teaching quality’ and ‘quality teaching’, and how you will progressively curate your ‘professional’ rather than ‘lay’ notions of teaching and learning, and learning to teach. Knowledge of teaching tactics, such as group work, cooperative learning and routines for thinking, for example, do not add up to teaching quality, and are not key to the Quality Teaching framework.

Teaching and learning to teach requires a specific knowledge base that includes teachers’ lessons, classroom repertoires and knowledge of your students. Research evidence from both Australia and the United States grounded in the study of many hundreds of teachers’ lessons (Bowe & Gore 2017; Newmann & Associates 1996), however, shows that teaching quality is multidimensional and requires deep curriculum knowledge, the building of classrooms that are positive learning environments, and rich learning experiences that have meaning over time ‘beyond doing school work for the sake of getting through school’ (Griffith et al. 2006).

So, questions to keep in mind as you enter schools as a pre-service teacher include: How have the built environment and learning spaces changed in Australian schools? To what extent have images of learning and teaching changed over time? In what ways are active learning and well-being for all students promoted and achieved? What integration of ICT into learning and teaching is used by teachers and students? And finally, is an education revolution through deep learning visible?

## Teaching matters: a new era for teaching and learning



Schooling is shaped by the past, the present and the future. So how do we embrace the future, understand our past and teach effectively now? As Deborah Britzman (2003, p. 20) has stated, learning to teach is a constant struggle between the ‘biography of the structure called schooling and the biography of the learner’. Her analysis draws attention to the extraordinarily complex nature of learning and teaching and how every learner is different. Putting the *student* at the centre of the learning and teaching relationship is a critical component of successful teaching, and forms the basis of the chapters in part 2 of this text. Another important building block is to plan, prepare and practise teaching based on a strong knowledge of curriculum, pedagogy, effective learning environments, technology, assessment and feedback. These topics are discussed in detail in the chapters in part 3 of this text. The final pieces of the puzzle are reflection, professionalism and transformative teaching practice, discussed in part 4 of the text.

Throughout the text and across all of its topics, seven basic ideas about the learning and teaching process are evident.

1. You, like each student you will teach, are a learner.
2. While common practices among teachers exist, practices will vary from teacher to teacher.
3. Storying accounts of learning and teaching are a valid and accessible way for pre-service and graduate teachers to reflect upon various events and perspectives that inform their beliefs and decision making.

4. Conceptions of teaching taught to pre-service teachers represent contemporary theories of knowledge, but none is absolute. In time they will be replaced, revised or reformed.
5. Personal and professional beliefs arising from research, theory, experience and reflection are the drivers of ongoing change.
6. A career in teaching will involve ongoing workplace and allied professional learning.
7. In Australia, teachers have a responsibility to learn about, and include in their classrooms, respect for Indigenous peoples, including students and Indigenous knowledges.

It is evident then that becoming a teacher is a commitment to lifelong learning. Consider some more words from Anthea and her colleague Mark, who is teaching in another school. These comments were made in the early weeks of their first year of teaching.

The much anticipated first weeks of teaching have finally arrived and, now in week three, I think I need another holiday. I am loving teaching most of the time, but feel like I have been hit by a train — an express train.

My first class was a Year 11 English class and they were angels; they sat there quietly just wanting to learn. I had been so nervous about teaching in the weeks leading up to the first day and this allowed me to relax a bit. However, this euphoric feeling of happiness was cut short when I met my Year 8 Humanities class; if my Year 11s were angels, this class was definitely sent from Lucifer. They tested all my classroom management skills, moving students, rearranging furniture, I even had to kick the entire class out of the room to line up again, but finally, by week three, they join the Year 11s with divine status.

ANTHEA, GRADUATE TEACHER

I recall that towards the end of my second placement last year, I felt comfortable enough to shift the focus from my own aptitude to a focus on student learning. This came after a settling-in period and a feeling of comfort in my classrooms. But I am sure that this is a product of time, and am not worried that it has not happened yet this year. But I am sure that I cannot be a good teacher until I spend my time thinking more about what the students are taking in, as opposed to my need to feel competent at the front of the class.

MARK, GRADUATE TEACHER

## Learning in the twenty-first century

The constructivist theory of learning is one of the most debated and influential theories of education. In essence, **constructivism** suggests that everything a person learns is mediated by their prior experiences and understandings. This means that people build their own knowledge and understanding — they do not simply absorb what they are ‘taught’. Constructivist explanations of learning echo the contributions of well-known theorists such as Jean Piaget (1896–1980), John Dewey (1859–1952), Lev Vygotsky (1896–1934), Maria Montessori (1870–1952) and Jerome Bruner (1915–2016). These are theorists you will hear more about in your teaching studies and in the later chapters of this text.

As someone who will be a lifelong learner, it is important to commence your course of study engaging with constructivism and the associated theories that guide views about learners and learning in the twenty-first century. You need to understand that how you perceive ideas and information is substantially influenced by your past experiences and learning. Personal beliefs, once acknowledged, must be continually held up for scrutiny as learning to teach commences. The report, *The State of Reconciliation in Australia* (Reconciliation Australia 2016), provides educators with a working framework of five key dimensions (historical acceptance, race relations, equality and equity, institutional integrity and unity) that are of immediate use in both learning about and demonstrating the significance of recognition and respect in learning for all students. You also need to know that the learning of each of your students is similarly influenced by their place-based context and social milieu. This goes to the heart of the concept of ‘teaching quality’, described earlier in the chapter. Each learner has different needs. Deborah Britzman’s (2003, p. 20) earlier stated words highlight the struggle between the ‘biography of the structure called schooling’ and the ‘biography of the learner’ and further hint at some of the issues you will

meet. For example, in the 2009 admission to Australian universities, students from the lowest socio-economic quartile obtained just 15 per cent of places, and only 11 per cent were accepted at the most prestigious universities. This suggests that student achievement is affected by socioeconomic status. As an editorial in *The Age* (2009) noted, 'that is a damning disparity for a "fair go" society'. The current state of play in student equity data can be found by accessing the link at the National Centre for Student Equity in Higher Education (see <http://data.ncsehe.edu.au>). The state-by-state display enables comparisons to be made to illustrate that the above ratios still hold.

Education has been tasked with the challenge of building and creating futures for its citizens. While it is a given that schooling, school attendance and a rich curriculum matter, schools are only one site of childhood. Young people, including early childhood and primary school-aged students, are constantly negotiating multiple spaces of their worlds. Boocock and Scott (2005, p. 137) refer to the places between schools and neighbourhoods as 'kids' spheres'. Julian Sefton-Green and colleagues (Sefton-Green et al. 2016) have also pointed out that children do not just learn about their world through formal education. A range of informal and non-formal learning spaces shape the engagement of young children and young people with the world through digital literacy, both online and offline. Other possible sites of learning include places such as clubs, libraries, museums and galleries. This team of researchers points to the way that, for contemporary children, online and offline boundaries are fluid, as their play and literacy practices cross physical and 'virtual' and material and immaterial domains. They do so in fluid and dynamic ways. When children and young people are not in school they are often found in pairs or groups of peers, and are both formally and informally learning through conscious and unconscious exchanges. Therefore, core to teachers' work is ensuring teaching and schools include, rather than exclude, unique learner perspectives. Indeed, the 'never-ending struggle for social justice' (Lather & Smithies 1997, p. 50) is an issue for all Australians. This struggle is well illustrated in the educational disadvantage that continues to impact some Indigenous families.



Every student is unique, with unique learning needs.

Australia is a diverse country. It has a range of socioeconomic conditions, varied geographical and climate characteristics and it is one of *the* most multicultural countries in the world. Indigenous knowledge and patterns of immigration have profoundly defined Australia as a nation. However, as noted earlier in this chapter, entrenched discrimination at a systemic and social level persists for Aboriginal and Torres Strait Islander peoples. Our identity as a nation has shifted and is constantly shifting. The influence of globalisation and technological changes in particular are at the forefront of many changes. Teachers are being continually confronted by the differences between the globally ‘relevant’ and ‘irrelevant’ societies in their classrooms (Castells 1999). These are broad factors that need to be acknowledged in teaching all learners. In addition, each learner’s unique, individual characteristics affect learning outcomes.

With all this in mind, as Baird and Love (2003) state, approaches to teaching and learning that recognise constructivism often include:

- ‘real-life’ activities
- access to expert performance and the modelling of processes
- multiple roles and perspectives
- reflection
- collaborative construction of knowledge
- articulation of personal values and beliefs
- coaching and scaffolding.

Since Baird and Love (2003) formulated this position, much research evidence has been generated that highlights the significance of understanding that learning is highly situated and must be continuously evaluated and refined in the context of the whole school learning environment. Changing how teaching and learning gets done is often encapsulated by the term ‘school change’, and Hall and Thomson (2017a, p. 176) suggest that inspiring and enacting school change can be thought of as a process of ‘redesign’ through the creative work of ‘redesigning’ whole schools. ‘Redesigning is a process of working on and working over existing school practices, cultures, structures and so on, so that they are (re)produced and transformed’. As a beginning teacher, you have a key role in adding new ideas and resources to schools. Hall and Thomson (2017a, p. 177) also affirm that pedagogy is at ‘the heart of redesign’.

Teachers’ work requires you to balance your students’ learning needs with your own learning, typically developed in the workplace. In essence, you will witness and juggle the contemporary debates about learning as you experience learning to teach and beginning to teach. John Holt (1964, p. 173), an American educator who coined the term ‘unschooling’, returns us to the heart of teachers’ work:

Since we can’t know what knowledge will be most used in the future, it is senseless to try and teach it in advance. Instead we should try to turn out people who love learning so much and learn so well that they will be able to learn whatever needs to be learned.

It is in this spirit that you have taken on the task of learning to teach and teaching to learn.

#### WHAT CAN I TAKE INTO THE CLASSROOM?

According to Joyce, Weil and Calhoun (2004, p. 7), successful teachers are

not simply charismatic and persuasive... [but] engage their students in robust cognitive and social tasks and teach the students how to use them productively. Effective learners draw information, ideas and wisdom from their teachers and use learning resources effectively. Thus, a major role in teaching is to create powerful learners.

What is your definition of a successful teacher? Do you disagree with anything in the first section of the chapter? Why? What have you learned from the discussion of teaching as a profession in this chapter so far? How do you think it will affect your approach to teaching?

Look up the AITSL Illustrations of Practice. Get to know this section of the website: [www.aitsl.edu.au/teach/standards/illustrations-of-practice](http://www.aitsl.edu.au/teach/standards/illustrations-of-practice).

Select Standard 1 'Know students and how they learn', and choose an illustration of practice relevant to you. You may choose to do this as a group task. If you work in a group of six pre-service teachers, you can allocate one dimension of the standard to each group member. Watch the video and change the discussion questions to the future tense, so that they are appropriate to the stage of your pre-service course.

Post your responses to other members of your tutorial group and discuss the responses.

Create a pedagogy postcard by developing an online blog that can be shared with others. A pedagogy postcard, as the name suggests, is a short account of a single and specific element of teaching practice and learning practice. Think of this activity as either being able to be completed in an online forum that begins with an image that resembles a postcard. A guide to creating pedagogy postcards can be found by looking up: <https://teacherhead.com/2014/05/11/the-pedagogy-postcard-series-all-in-one-place>.

## 1.2 Developing your teacher identity

**LEARNING OBJECTIVE 1.2** Begin to understand and analyse your own professional identity.

The discussion in the first part of this chapter emphasised the need for each teacher to bring a critical perspective to teaching's professional knowledge base in order to construct a personally relevant understanding of teaching. This is part of the process of a teacher developing their 'teacher identity'. Trevor Hay suggests that a teacher's self-concept of their 'teacher identity' is formed by four processes:

1. *narrating identity*: stories about teaching and identity
2. *imagining identity*: contemporary theoretical approaches to teacher identity and identity through metaphor
3. *acting out identity*: examples of teacher values and beliefs in action
4. *integrating identity*: personal transformation (Dixon, Ferguson, Hay, Moss & White 2004, p. 16).

We will discuss each process in turn, but it is important to recognise that the processes are simultaneous and ongoing.

### Storying teaching

A teacher's identity is strongly shaped by the 'story of teaching' — both the teacher's own stories of their experiences and the stories of colleagues, peers and mentors. These stories will act as guides in the initial stages of your personal and professional identity making. Your colleagues will share short, personal narratives with you, describing critical instances encountered within their own lives and professional careers. For example, the thoughts of graduate teachers Anthea and Mark, recounted earlier in this chapter, are examples of stories of teaching. You may have recognised familiar thoughts or experiences by reading their accounts. Your reflection on the experiences and stories of others will form part of your identity. At the same time, your stories will contribute to the changing stories and discourses of teaching. Dixon et al. (2004, p. 15) note:

Teacher discourse is... a matter of structured thinking, analogous to the kind an author uses in transforming a sequence of events into a story. This form of thinking, and the language derived from beliefs, attitudes, values and theories constitute a story of teaching. Biography, autobiography and even fiction are part of a theoretically valid, 'story-ed' approach to the examination of teachers' lives and teachers' work.

Media provide another way that we can readily access and analyse constructions of teaching. The Australian television series *Summer Heights High* provides a story about secondary schooling and the identity of individual students and teachers. *First Day*, the now seminal documentary produced by the Australian Children's Television Foundation, likewise provides significant insights into how teachers teach in differing contexts and support parents' and caregivers' expectations as children make the transition to formal school entry.





Sharing stories is an important part of developing a teacher identity.

It is important to also recognise that narratives and discourses can have a constraining effect. For example, while language on the one hand allows us to share stories, it also often serves to regulate who can speak with authority, who must listen, whose social constructions are important and whose are erroneous and less important.

## Theorising teaching and identity

Education is the kindling of a flame, not the filling of a vessel.

Socrates (c. 469–399 BCE)

Education is not the filling of a pail, but the lighting of a fire.

WB Yeats (1865–1939)

Descriptions of professional practice and conceptions of teaching and learning often use metaphors. Metaphors help capture and describe abstract concepts, making them more practical. Do you as a pre-service teacher have an initial metaphor for teaching? For some time, educators and educational researchers have appreciated that metaphors for teaching and learning are not simply *about* the world, but also help *construct* our overarching expectations and understandings of education.

Many pre-service teachers, when invited to generate an initial metaphor for teaching, cite metaphors of growth and change: the teacher as ‘gardener’ or teaching as ‘planting seeds’, ‘growing a future’ or ‘nurturing young flowers’. By analysing the conceptions of teaching and observing the history of education embedded in these metaphors, teachers are representing traditions of education that echo the child-centred perspectives of Dewey in the United States, as well as the progressive education movement. Progressivism aims to work towards creating a better society and is attributed to the European

tradition of education led by Jean-Jacques Rousseau (1712–1778), followed by Johann Pestalozzi (1746–1827), Johann Friedrich Herbart (1776–1841) and Montessori.

According to Socrates, the teacher was a ‘midwife’. Freire (1972) referred to the metaphor of ‘banking’ to sum up how education is overly governed by teachers who ‘fill’ the students by making ‘deposits’ of information that he or she considers to constitute true knowledge. Others apply the metaphor ‘teacher as artist’. The metaphors you choose will shape your actions as a teacher (Tobin 1990). It is vital at the early stage of your initial orientation to the profession that you are highly sensitised to the language you may use to define your work and your perception of the students you teach. As a teacher you need to identify and clarify the teacher talk that serves to both regulate and dominate the teacher you are becoming. For example, teacher talk such as, ‘In term 3 my students really blossomed’, ‘On Friday afternoon my classroom is like a zoo’ or ‘She is one of the top students’ contains several metaphors — ‘blossom’ suggests growth and development; ‘zoo’, of course, likens students to animals and a less than respectful relationship; and ‘top students’ suggests a vertical orientation and a hierarchy of learning and learners — and perhaps even teacher bias towards high academic achievement.

Judith Lloyd-Yeo (2001–02) points to common metaphors used in education such as *A lesson is a journey; knowledge is a landscape*, and, for example, the high frequency usage of the word ‘cover’. Teacher statements that apply the word ‘cover’ include such assertions as, ‘I covered Newton’s Laws last week’, ‘There is so much to cover in the curriculum’ and ‘He is covering up what he does not know’. Lloyd-Yeo’s review of recent research concludes that the metaphors teachers use profoundly affect their work, behaviour and perceptions.

## Enacting beliefs and values

The third part of the process of developing a teacher identity involves putting values and beliefs into practice. It involves making decisions about what to teach and how to teach based on professional knowledge. This is explored in much greater depth in the next major section of this chapter. It also involves deciding how to respond to students and issues in the classroom. Further, teacher identity is also reflected in interactions with colleagues and stakeholders such as parents. Mason (2002) uses the term ‘the discipline of noticing’ — being mindful of the elements that are drawn into our practice.

## Transforming personal identity

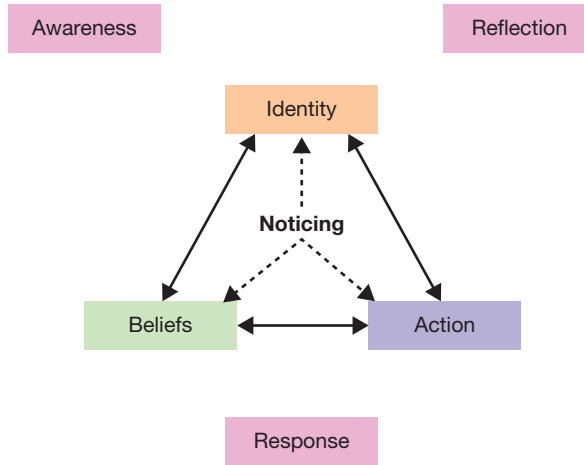
Teachers’ work lives are in perpetual motion between:

- teachers and learners (the who)
- subject matter (the what)
- instructional methods (the how).

There is more to teacher identity than this ‘didactic triangle’ (Klette 2007, p. 147), however. As the model in figure 1.6 suggests, identity, beliefs and action continually interact with each other, both directly and via engagement with the processes of awareness, reflection and response.

The shape of identity and belief formation, professional thinking and decision making (i.e. deciding what actions to take) will be unique for each of us. Further, our identity will change over time in response to reflecting upon our professional knowledge and practice, the learning outcomes our students achieve, and the ideas we are exposed to from colleagues, researchers and other stakeholders in education. In this way, teachers come to transform their own beliefs, knowledge and practice.

**FIGURE 1.6** Shaping personal and professional identity



*Source:* Based on Dixon et al. (2004, p. 20).

**WHAT ARE THE IMPLICATIONS FOR ME?**

Consider the following common metaphors for teaching. What interpretations of teaching and learning do they represent? What aspects of teaching and learning are obscured?

- The teacher opens doors
- The teacher as coach
- The teacher as student
- The teacher as tour guide
- The teacher as artist
- The teacher as a lighthouse
- The teacher as gardener
- The teacher on a journey with the students
- The teacher as the chess grand master
- The teacher as company director
- The teacher fills the empty vessels
- The teacher as jazz musician
- The teacher as video game designer
- The teacher as a clinician and analyst

Consider, for example, that if a teacher is a gardener then students are plants; if a teacher is a clinician, students are patients or clients; if a teacher is a video game designer, students are part of the gamers' network; if a teacher is a jazz musician, the teacher is adept at improvisation. If the teacher is the grand chess master, as masters they have approximately 50 000 patterns in their repertoire, but the 'difference is that, in chess, only one player moves at a time and the pieces only move when the player moves them. Teachers are not that lucky; their chess pieces think and move on their own' (Bennett & Rolheiser 2001, p. 6).

Go to the Teacher Feature section of the AITSL website: [www.youtube.com/channel/UCWHluxZguKs9rcIMIUmS1zQ](http://www.youtube.com/channel/UCWHluxZguKs9rcIMIUmS1zQ). Here you will find many examples of teachers from all career stages discussing their passion for teaching. Watch at least three videos from the Most Popular Teacher Feature link.

Select your number one teacher from the AITSL Most Popular Teacher Feature. Write down the name of the teacher, and from the video and any other information you may be able to research about the teacher, write a short case study of 350–500 words about their beliefs and values and how they represent their professional identity. Listen, look closely and consider factors such as gender, age, race, geographic place of work, current position and their professional history in your case study.

Define your metaphor for teaching in around 300 words. Add to this your understanding of how your gender, age, race, geographic place of work, previous education and career background may or may not impact on your developing teaching metaphor and identity. Upload your video, mp3 file or written case study to your professional blog or e-portfolio on the learning management system used in your course. Remember this is a professional task and should follow professional protocols. Once material is in the public domain, anyone can access this information.

The understanding and application of the use of metaphors reflects the growing body of research that draws from ideas about situated learning (e.g. Lave & Wenger 1991), which challenges traditional views on learning as the acquisition of or changes to concepts or schemata. As recent research indicates, this position is 'Born of the realization that there is only limited transfer of knowledge and that learning is always embedded in a context, ideas developed that focused on knowing as a process, rather than knowledge as an entity' (Wegner & Nückles 2015, p. 625). Teaching metaphors are a window to your conception of teaching that reflect your cultural context. Conceptions of learning equally can be built on misconceptions of learning. Teachers who teach all students also need to understand that both lenses are available at the same time and one of these lenses 'can be more dominant than another in each instance of action' (Wegner & Nückles 2015, p. 625).

## 1.3 Pedagogy

**LEARNING OBJECTIVE 1.3** Discuss key aspects of pedagogical knowledge.

**Pedagogy** is a term that you will hear and meet many times in learning to teach. Some simply define pedagogy as the 'art and science' of teaching (Bennett & Rolheiser 2001). For others, pedagogy is regarded as 'teaching method' or the 'how' of teaching, as opposed to the theory of teaching. As Canadian educator and researcher Max van Manen (1991, p. 31) states:

pedagogy is not just a word. Pedagogy is not found in observational categories, but like love or friendship in the experience of the presence . . . pedagogy is cemented deep in the nature of the relationship between adults and children.

Pedagogy is fully explored in a later chapter of this text. At this stage, it is important to appreciate how theory and practice interact and to consider the complexity inherent in the development of pedagogical knowledge.

Theory on pedagogical practices is informed by a range of educational philosophies and values and by the different assumptions that are held about learning, student development, appropriate styles of teaching and curricula. Current influences on understandings of pedagogy range from cognitive psychology (see, for example, Eggen & Kauchak 2001) to sociology (see, for example, Bernstein 1996), to feminism (see, for example, Luke & Gore 1992; McWilliam 1999), to workplace learning (see, for example, Fuller & Unwin 2002), to creative and placed-based pedagogy (see Hall & Thomson 2017, pp. 120–137; Somerville & Green 2015).

Pedagogy is more than just acquiring a set of teaching skills for use in the classroom. Pedagogy may be considered 'effective' depending on the level of student acquisition of knowledge, skills, attitudes and dispositions (Vaughn, Bos & Schumm 2006). It is apparent, then, that effective pedagogy is closely related to high-quality teaching, described earlier in this chapter.

### Pedagogical knowledge

Lusted raises the question 'Why is pedagogy important?', followed by the response, 'It is important since, as a concept, it draws attention to the *process* through which knowledge is produced' (cited in Britzman 2003, p. 53). Ball (2000, p. 241) raises two pertinent questions relevant to the contemporary context of understanding the term pedagogy.

1. On one hand to what extent does teaching and learning to teach depend on the development of theoretical knowledge and knowledge of subject matter?
2. On the other hand, to what extent does it rely on the development of pedagogical method?

Policy makers and practitioners continue to debate the respective merits of **general pedagogical knowledge** (i.e. knowledge of how to teach) and **pedagogical content knowledge (PCK)** (i.e. knowledge of specific content to be taught and how to teach that specific content).

An overarching problem that Ball (2000, p. 242) notes is that teacher's learning is being organised and formalised into concepts, theories and/or ideas to the point where their practice of teaching becomes fragmented. This leaves teachers to deal with integrating subject matter and pedagogy into their work on their own, while assuming this integration is simple and will happen naturally as teachers become more experienced. Ball notes that this is not an easy integration and, therefore, sometimes does not happen at all.



The respective merits of general pedagogical knowledge and pedagogical content knowledge can be a matter of much debate.

Lee Shulman's seminal work (1986, 1987) continues to guide the research, policies, programs and practices of local, national and international work on pedagogy. For Shulman (1987), knowledge is viewed as multifaceted, covering myriad interrelated dimensions. His categories of professional knowledge include:

- content knowledge
- general pedagogical knowledge, with special reference to those broad principles and strategies of classroom management and organisation that appear to transcend subject matter
- curriculum knowledge, with particular grasp of the materials and programs that serve as 'tools of trade' for teachers
- pedagogical content knowledge, that special amalgam of content and pedagogy that is uniquely the province of teachers, their own special form of understanding

- knowledge of learners and their characteristics
- knowledge of educational contexts, ranging from the workings of the group or classroom, to the governance and financing of school districts, to the character of communities and cultures
- knowledge of educational ends, purposes, and values, and their philosophical and historical backgrounds (p. 8).

Researchers such as Hall and Thomson have also been exploring Shulman's term 'signature pedagogies' (Hall & Thomson 2017b) to better understand what happens when cross-curriculum studies are being taught by teachers and other creative practitioners such as artists. The research team has found that there are distinctive 'habits of mind', ways of thinking, doing and being — for example, for a mathematician, an artist or a geographer — that are important parts of teaching discipline knowledge and make visible the 'pedagogical practices that were distinctive across individual or small clusters of disciplines' (Hall & Thomson 2017b, p. 108). So it is no surprise that we need to continually focus and question teacher knowledge.

### **Pedagogy informed by knowledge of learners and learning and curriculum change**

There is consensus that teachers need to be active participants in continuously improving their pedagogy in order to improve student outcomes. Equally, research and policy endorses that the curriculum reform requires pedagogical change. Students develop deep understanding of important concepts when their learning is built on previous concepts and experiences, and ideas are connected to one another.

Linda Darling-Hammond (1998) proposes that an understanding of child and adolescent development supports growth in various domains — cognitive, social, physical and emotional — and can enable teachers to shape productive experiences for students. Some research studies have documented a moderately strong correlation between what learning theories teachers know and what students learn (see, for example, National Commission on Teaching and America's Future 1996; Dalton 1998; Darling-Hammond 1998). What teachers must learn about and teach to their students is affected by this changing knowledge; its permeable character and teacher flexibility are viewed as constituting effective teaching practices (Hill 2003, p. 6). Researchers such as Lucas, Claxton and Spencer (2013) have foregrounded the importance of creativity in education and the metacognitive dimension of learning, that is, learning how to learn. This research and the recognition in schools of the need for an explicit focus on pedagogy has led to the development of any number of schools and systems adopting or developing whole-school pedagogical frameworks. The Thomas Tallis School in London, for example, has formulated a school-wide pedagogical design that is founded on what they term 'Threshold Concepts, Powerful Knowledge and Habits of Mind' (see [www.thomastallischool.com/tallis-pedagogy-wheel-guide.html](http://www.thomastallischool.com/tallis-pedagogy-wheel-guide.html)).

Schools like the Thomas Tallis School, along with most of those you will get to know during your professional experiences, will display a working pedagogical model. It is important to note that these will vary across schools and the states and territories and countries. As is stressed throughout this chapter, the co-construction and relational work that teachers enact is critical in enabling students to develop the skills and confidence they need to become highly effective independent learners. Pedagogical frameworks alone do not add up to success for learners, or measures of quality teaching. As a professional, ultimately you are required to describe and analyse the pedagogical work enacted in your classroom and how your planning, pedagogy, curriculum and assessment practices engage and impact on student learning. More about how you begin this element of your professional work follows in the next section of the chapter.

### **Pedagogical renewal in Australia**

Early in your teacher education program, pedagogy and curriculum are important concepts for you to understand. The interrelationships and networks between and across these two core concepts are critical to generating orientations for thinking about learning and teaching, and for understanding how curriculum decision-making and enactment takes place. Accomplished teachers will tell you that these apparent 'lock step' practices are not the reality of curriculum enactment. The Australian Curriculum is Australia's

'live' case in point. The history of Australia's curriculum shows a lack of national agreement on what should constitute curriculum for all young Australians, and hence many inconsistencies and exclusions can be traced across the various states and territories. Among these exclusions are the needs of groups of students who have been marginalised and excluded from schooling, such as students with disabilities and Aboriginal and Torres Strait Islander peoples. In the early 1990s, the federal government attempted to establish a national curriculum. Following extensive consultation with state policy makers and teachers, the Curriculum Corporation (now Education Services Australia) published 16 documents: *The Statements* and separate *Profile* documents for eight key learning areas (mathematics, English, the arts, technology, science, studies of society and environment [SOSE], languages other than English [LOTE], and health). These documents influenced the development of state curricula over the following years, but fell well short of replacing the traditionally conservative and bureaucratically driven state-based curricula (Green 2003) and the need to be inclusive of all learners.

In 2008 the National Curriculum Board was established in another attempt to align curriculum across the states and territories. Before looking at this most recent attempt to establish a national curriculum, it is worthwhile briefly exploring some of the states' approaches to develop an understanding of the definitions of pedagogy that have had currency in Australia. An overview of how pedagogical knowledge is accorded in three Australian states — Queensland, New South Wales and Victoria — follows in this section.

The trend in recent years has been to articulate broad principles of classroom organisation and practice that appear on a surface reading to transcend subject matter. These system-wide positions are representative of Lee Shulman's (1986, p. 5) questions, proposed over two decades ago, which ask what the domains and categories of content knowledge are in the minds of teachers.

How, for example, are content knowledge and general pedagogical knowledge related? In which forms are the domains and categories of knowledge represented in the minds of teachers? What are promising ways of enhancing acquisition and development of such knowledge?

Implicit in recent Australian approaches is that pedagogy is developed in the workplace and is the practice or craft representing teachers' understanding and accumulated wisdom acquired over many years. The need for continuing learning about pedagogy has not lessened. As teachers who will be graduating during the implementation of the Australian Curriculum, expect to hear more, not less, about the importance of pedagogy and change in teachers' work. Below is a snapshot of the history of these reforms and the approach to pedagogy, which to varying degrees continue to influence the policy frameworks and practices in Australian education. Some states are making changes to their pedagogical frameworks, others are not, so as we have stressed earlier it is important to keep abreast of these changes.

## New Basics

The Queensland School Reform Longitudinal Study (QSRLS) (Lingard et al. 2001), and its associated New Basics project (Education Queensland 2000) and Productive Pedagogies framework (Hayes, Mills & Lingard 2000), conducted at the beginning of the twenty-first century, aimed to focus on the underlying dimensions of pedagogy that have meaning in authentic classrooms and can be sustained organisationally by schools. QSRLS was and remains a landmark study in the history of pedagogy and curriculum in Australia. New Basics asserted 'improved pedagogy is at the heart of this agenda' (Education Queensland 2000, p. 5). Teachers were urged to mentor one another as pedagogues, to open their classrooms to their colleagues, to swap strategies and to talk about pedagogy (Luke 1999).

Education Queensland's 'Five principles of effective learning and teaching' (State of Queensland [Department of Education] 1994, p. 4) then stated effective learning and teaching:

1. ... is founded on an understanding of the learner.
2. ... requires active construction of meaning.
3. ... enhances and is enhanced by a supportive and challenging environment.
4. ... is enhanced through worthwhile learning partnerships.
5. ... shapes and responds to social and cultural contexts.

These principles were expected to underpin learning and teaching practices across all school sectors in Queensland. These principles claim to stand against a single view of pedagogy and isolate the independent effects of any one specific teaching technique or learning skill. These principles entrust teachers with responsibility for a repertoire of ‘pedagogical strategies’ to implement in their classroom.

Rich tasks are a component of the New Basics framework (State of Queensland [Department of Education and Training] 2004) and were designed so that students can display understandings, knowledges and skills through performance on transdisciplinary activities that have an obvious connection to the ‘real world’. The emphasis on the ‘real world’ draws from the literature in ‘authentic pedagogy’. A close examination of some published examples of rich tasks identifies the connections with the thinking of John Dewey (1859–1952), Lev Vygotsky (1896–1934), Paulo Freire (1921–1997) and Ted Sizer (1932–2009), all of whom published widely in relation to authentic learning. Rich tasks were supported by the Productive Pedagogies framework (State of Queensland [Department of Education and Training] 2002). Productive pedagogies are deemed to exhibit:

- *intellectual quality* (e.g. higher-order thinking, deep knowledge, deep understanding, substantive conversation)
- *connectedness* (e.g. knowledge integration, background knowledge, connectedness to the world, problem based curriculum)
- *supportive classroom environments* (e.g. social support, academic engagement, explicit performance criteria, self-regulation)
- *recognition of difference* (e.g. cultural knowledges, inclusivity, narrative, group identity, active citizenship).

The key components of the Queensland Curriculum and Assessment Authority’s integrated approach to teaching, learning and assessment, including equity and Aboriginal and Torres Strait Islander perspectives, are now framed through K–12 policy advice and resources (see [www.qcaa.qld.edu.au/k-12-policies](http://www.qcaa.qld.edu.au/k-12-policies)). The resources for Aboriginal and Torres Strait Islander perspectives are very instructive, regardless of the state or territory that you are preparing to teach in. It is important for you to access these and build them into your planning for teaching and learning in order to ensure that, by the end of your course, you can show evidence of your professional knowledge to meet AITSL Standards 1.4 and 2.4. Each school is required to have a pedagogical framework that is collaboratively developed with the school community. This acknowledges the evidence that research-validated pedagogy *implemented consistently across a school setting and supported by instructional leadership* improves student performance.

## Quality Teaching

The influences of the New Basics framework and program of research are still visible in the development of the Quality Teaching framework in New South Wales. The commitment of the NSW Department of Education and Training to develop fully the talents and capacities of all students in the public-school system prompted the development of the Quality Teaching framework of pedagogy. Developed by James Ladwig and Jenny Gore in consultation with and on behalf of the NSW Department of Education and Training, this model acknowledges that it is the ‘quality of pedagogy that most directly and most powerfully affects the quality of learning’ (Department of Education and Training [NSW] 2003, p. 4). Although the model encourages conversations on pedagogy from all relevant stakeholder groups, the model also advocates for individualised and personalised pedagogical approaches from the teacher. Similar to New Basics, the ‘generic qualities of pedagogy’ identified in the document are in pursuit of the individual differences teachers take into account in their teaching, and across all the different styles of and approaches to teaching.

The Quality Teaching model proposes that the following three dimensions of pedagogy and classroom practice have a positive effect on students’ learning and improving student outcomes:

1. promoting high levels of intellectual quality
2. promoting a quality learning environment
3. developing in students a sense of the significance of their work.



Quality Teaching builds on what many teachers already know, understand, value and do in terms of high-quality teaching practice. It begins from the premise that all teachers can teach well and all students can learn. A ‘self-styling’ approach to pedagogy by every teacher is intended to allow teachers to regain control of their teaching by defining their teaching goals and monitoring their progress in achieving them. A key component in ‘self-styling’ is ‘reflective thinking’ about ways for teachers to modify and refine their learning and pedagogy. This is designed so that every teacher can think more carefully about what their students will learn. To engage in ‘self-styling’, Quality Teaching encourages teachers to pose the following four questions (Gore, Ladwig & King 2004, p. 4).

1. What do you want your students to learn?
2. Why does that learning matter?
3. What do you want your students to produce?
4. How well do you expect them to do it?

The dimensions and elements of the Quality Teaching framework are outlined in table 1.2.

**TABLE 1.2 Dimensions and elements of the Quality Teaching framework**

Intellectual quality	Quality learning environment	Significance
Deep knowledge	Explicit quality criteria	Background knowledge
Deep understanding	Engagement	Cultural knowledge
Problematic knowledge	High expectations	Knowledge integration
Higher order thinking	Social support	Inclusivity
Metalanguage	Students’ self-regulation	Connectedness
Substantive communication	Student direction	Narrative

*Source:* Adapted from Bowe and Gore (2017, p. 357).

Since the development of the Quality Teaching model, Jenny Gore has continued to further research and focus on the issues that are barriers to pedagogical practice and research. This pedagogical framework has more recently been paired with a structured teacher professional learning model, Quality Teaching Rounds (see Bowe & Gore 2017), to strengthen directly oriented professional learning and enhanced classroom practice. To learn more about these issues you can follow up by viewing an online lecture given by Gore at [www.youtube.com/watch?v=i1\\_f7-sRVBc](http://www.youtube.com/watch?v=i1_f7-sRVBc).

## The Principles of Learning and Teaching in Victoria

The Principles of Learning and Teaching P–12 initiative provides a structure to help teachers focus their professional learning (Department of Education and Early Childhood Development 2008). In brief, the principles are:

1. the learning environment is supportive and productive
2. the learning environment promotes independence, interdependence and self-motivation
3. students’ needs, backgrounds, perspectives and interests are reflected in the learning program
4. students are challenged and supported to develop deep levels of thinking and application
5. assessment practices are an integral part of teaching and learning
6. learning connects strongly with communities and practice beyond the classroom (Department of Education and Training [Victoria] 2004; Department of Education and Early Childhood Development 2008; Department of Education and Training [Victoria] 2017).

The principles build on earlier work that shows that different teaching approaches often result in substantial differences in both the ways students approach their learning and the quality of that learning. They essentially provide a basis for schools and teachers to ‘review their own practice’ (Department of Education and Training [Victoria] 2004, p. 2) rather than advocating a ‘right’ or ‘best’ way to teach. The principles recognise the importance of collaborative reflection on pedagogy and creating classrooms that can be characterised as ‘learning communities’.

The principles reflect a view of pedagogy that centres on the following tenets (Department of Education and Training [Victoria] 2004, pp. 2–3):

- interacting with students (i.e. asking and responding to questions, using students' ideas and responding to students' diverse backgrounds and interests)
- creating a social and intellectual climate
- framing the content around a series of tasks to be completed or as key ideas and skills that are revisited and built upon
- creating and operating as professional learning teams, which will enable rich and productive conversations.

The Principles of Learning and Teaching P–12 are intended to:

- develop a shared language of pedagogy based around the principles
- develop insights into the classroom strategies and activities appropriate to each principle
- discuss instances of the particular principle in their current practice
- develop a process or plan to extend the principle in their school, as a potential initiative or set of initiatives (Department of Education and Training [Victoria] 2004).

As the momentum of the Australian Curriculum develops, teachers in all states will be part of national initiatives designed to improve teacher quality through models of school partnerships and centres of teaching excellence.

## The Australian Curriculum

The federal government in 2008 announced the introduction of an 'education revolution'. Since that time the national landscape has changed significantly, with a focus on key principles that would underpin a nation-wide approach to education. The development of a shared curriculum was guided by the Melbourne Declaration on Educational Goals for Young Australians, which committed to 'support all young Australians to become successful learners, confident and creative individuals, and active and informed citizens' and to provide students with 'the essential skills, knowledge and capabilities to thrive and compete in a globalised world and information rich workplaces of the current century' (ACARA 2009).



One of the outcomes of the declaration and the federal focus on the education revolution has been the earlier noted development of the Australian Curriculum (ACARA 2014), which is being implemented across all states and territories. On 18 September 2015, the Education Council endorsed the Australian Curriculum in eight learning areas.

The endorsed Australian Curriculum includes:

- the revised Foundation–Year 10 Australian Curriculum for English, Mathematics, Science, Humanities and Social Sciences, The Arts, Technologies, and Health and Physical Education
- Foundation–Year 10 Australian Curriculum: Languages for Arabic, Chinese, French, German, Indonesian, Italian, Japanese, Korean, Modern Greek, Spanish and Vietnamese
- Australian Curriculum: Work Studies Years 9–10 (an optional subject designed to ready young people for work)
- Across Foundation–Year 12, curricula for 43 learning areas and subjects which are published on the Australian Curriculum website (ACARA 2017).

ACARA is continuing to develop languages curriculum and materials to support teachers as the curriculum is being implemented. To learn more about curriculum development for each learning area, go to the Learning areas/subjects page. In the Australian Curriculum, as well as core subjects, teachers will be expected to teach and assess ‘general capabilities’ and ‘cross-curriculum’ perspectives. Decisions on curriculum can often be announced unexpectedly, so remaining up to date on the current state of play in your context is critical. To access the most recent updates to the Australian Curriculum see the Australian Curriculum website (ACARA 2017).



Education Minister Simon Birmingham and Prime Minister Malcolm Turnbull

In 2014, a review of the Australian Curriculum was commissioned by the Abbott government. This followed a change of government at the federal level and increasing concerns about recommendations made in the Gonski Report on the review of funding for schooling not being actioned by the new government

(DEEWR 2011). The review was headed by Dr Kevin Donnelly and Professor Ken Wiltshire and a final report was released at the end of 2014, including a recommendation that the curriculum is too crowded (Department of Education 2014). The process of moving to the Australian Curriculum, with inclusion of all stakeholders in education, has had many complexities. Currently, the guidance of the curriculum at the national level will continue. Over the next decade in a plan dubbed 'Gonski 2.0', announced by the Turnbull government in 2017 and led by Education minister Simon Birmingham, schools across Australia are expecting their funding to be boosted by an extra \$18.6 billion.

#### WHAT ARE THE IMPLICATIONS FOR ME?

How do you learn to teach? Using the framework for this chapter, *Introducing Teaching as a Profession*, draw up a concept map that uses the five pillars of understanding to record your initial insights on becoming a teacher. As your course progresses, revise and update your knowledge.

List what has changed over time in the Foundation–Year 10 Australian Curriculum ([https://acaraweb.blob.core.windows.net/resources/Changes\\_to\\_the\\_F-10\\_Australian\\_Curriculum.pdf](https://acaraweb.blob.core.windows.net/resources/Changes_to_the_F-10_Australian_Curriculum.pdf)) in your subject specialisation or interest.

Conclude by adding a critically reflective response to each of the following questions: What do I value most? What experiences have shaped who I am as a person? How do these impact the way I see the world? How do my values impact my teaching practice? How do I notice and respond to white privilege and exclusion in planning for teaching and learning the Australian Curriculum?

Review the AITSL teaching standards that focus on teaching Aboriginal and Torres Strait Islander students, histories and cultures Standards 1.4 and 2.4, and visit [www.narragunnawali.org.au/curriculum-resources](http://www.narragunnawali.org.au/curriculum-resources). Draw up a list of key elements you will need to include in your lesson planning proformas. Develop three reflective questions that you can use to continuously demonstrate what and how you are learning about Indigenous peoples, cultures and histories through your course.

Explain what it is expected that you will teach and assess under the 'General Capabilities' and 'Cross-curriculum' perspectives in your specialisation. If you are preparing to be a secondary teacher, choose one school subject. If you are preparing to be an early childhood or primary teacher, choose either science or the arts as your focus.

## 1.4 Reflective practice

**LEARNING OBJECTIVE 1.4** Describe reflective practice and its importance in ongoing professional development.

Teacher educators have a responsibility to ensure that graduate teachers enter the profession with confidence and enthusiasm. Pre-service education is your initial socialisation and induction to the profession and can play a vital part in your ongoing learning. A graduate teacher, ready to enter the profession of teaching, is able to describe and demonstrate:

- key principles of pedagogical knowledge
- high-order communication skills — an analytical and critical disposition are central to developing skills of reflective professional practice
- the ability to incorporate innovative approaches into their professional knowledge base, including new technologies, new media and other innovative approaches such as arts-based methods
- ethical practice
- curricular and pedagogical designs that meet the needs of *all* students.

Developing deeper understandings of pedagogy requires a reflective teacher stance. **Reflective practice** is both a common process in everyday life and a prominent part of teacher education programs and teaching practice. It involves constantly reviewing one's beliefs and practices, the theories and ideas underpinning them, and the outcomes observed, in order to learn from them and improve upon them.

The concept of the reflective practitioner was described by Donald Schön as ‘the expert who was wide awake to, and aware of, their practice, not just immersed in it’ (cited in Mason 2002, p. 15). Think back to the opening case and the way that Tory was reflecting about his students, their learning and why he decided to take up teaching as a career. There are a number of ways that you can reflect on your practice. You may develop a reflective journal, visual diary or blog, mp3 audio file or post to a discussion board. Each approach aims to improve your work as a teacher and to support you to put forward dilemmas and resolutions to issues.

Reflection can use both formal and informal methods. Informal approaches such as staffroom or corridor conversations are a necessary part of building professional communication and relationships. However, to be useful and support you in monitoring your professional learning over time, the spoken word and records of the spaces and places where you teach should be documented and analysed. The theory, issues and practices of reflection are further discussed in chapter 13.

## 1.5 Doing teachers’ work to trouble whiteness

**LEARNING OBJECTIVE 1.5** Recognise that personal and professional beliefs impact on pedagogical decision-making and teacher agency.

1. Plan a lesson for your professional experience placement that uses a yarning circle. Resources to assist you can be found at [www.qcaa.qld.edu.au/k-12-policies/aboriginal-torres-strait-islander-perspectives/support-materials/yarning-circles](http://www.qcaa.qld.edu.au/k-12-policies/aboriginal-torres-strait-islander-perspectives/support-materials/yarning-circles). In your plan, identify how you will use the strategy to build respectful relationships and to preserve and pass on cultural knowledge.
2. What are the barriers to increasing the number of Indigenous and Torres Strait Islander peoples joining the teaching profession?
3. Connect with a local elder in your region. What insights do they offer teaching professionals to ensure that in our practice evidence for Standard 2.4 ‘Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians, which will demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages’ is met?

### Entering the profession

Very quickly as a pre-service and graduate teacher you assume responsibility for independent teaching. Typically, over a course of study, phased periods of school experience occur. The extent and length of practicum experiences depend on the design of your program. Upon securing your first teaching position you will commence independent teaching. The autonomous entry you experience is a defining feature of the teaching profession but also brings many challenges. It is well known the first year of teaching can be highly stressful, particularly if graduate teachers have come from a shorter graduate course and have not had the advantage of a substantial internship within their program. Such teachers have never been alone in a class without a **mentor** teacher, and they have generally only had to teach two sessions a day. Suddenly the graduate teacher is expected to take complete control and teach a full load. A great deal of significant — but largely unsupported — learning happens in the induction year.

It is well established in the research literature and certainly part of the rhetorical teacher talk and socialisation that some teacher education omits much of the real world of classroom teaching and everyday school life. The rejection of academic training (to greater or lesser extents) experienced by many pre-service and graduate teachers at some stage after experience in schools was recognised by Zeichner and Tabachnick (1981) in the United States over thirty years ago. Their work acknowledges the tension between university-based learning and school-based learning, suggesting that the effects of university-based teacher education are ‘washed out’ by the process of socialisation of pre-service or graduate teachers into the teaching profession.

## Assessment of pre-service and graduating teachers

As noted earlier in this chapter, Australia has a set of Australian teaching standards. These standards refer to the domains of teaching: professional knowledge, professional practice and professional engagement. Although the approach to assessment of Australian teaching standards is under development, as a graduating teacher you will be required to participate in a formal system of teacher accreditation. In your course, over time, you will be prepared to develop an understanding of these processes. Take another close look at the AITSL Graduate Standards Overview. Current expectations are that the graduating teacher will be expected to show interconnected understandings of theory, practice and reflection. The assessment used will therefore reflect these dimensions. In Australia and internationally the use of evidence-informed practice and the role of teacher inquiry and/or research to inform future teaching and assessment plans has changed over time. The next section of the chapter discusses how these practices have been evolving, beginning with the teaching portfolio.

The **teaching portfolio** has for some time been regarded as a passport to the teaching profession. In some states of Australia the evidence portfolio is already a part of teacher registration requirements. As Rieman (2000, p. 3) states, ‘a portfolio is more than your best teaching efforts; rather, a portfolio is a demonstration of your growth and improvement’. The literature on portfolios includes definitions that range from ‘summary of accomplishments’ to ‘a comprehensive self-reflective record of a teacher’s strengths and weaknesses’ and ‘a way to assess teacher quality’ (Wolf 1996). The Standards Council of Victoria (1997, p. 3) stated that a portfolio is ‘a quality record of a teacher’s practice selected for a particular purpose’. Wolf (2000) identifies three broad categories for professional teaching portfolios: (1) learning, (2) assessment and (3) employment. He describes a teaching portfolio as ‘a depository of artefacts or assorted documents... that require a written reflection by the developer on the significance of or contributions of these artefacts’ (p. 36). A different definition by Wolf and Dietz (1998, p. 13) describes a teaching portfolio as ‘a structured collection of teacher and student work created across diverse contexts of time, framed by reflection and enriched through collaboration, that has as its ultimate aim the advancement of teacher and student learning’.

On the other hand, Retallick and Groundwater-Smith (1996, p. 13) define a portfolio in more generic terms as ‘a compilation of evidence which demonstrates the acquisition, development and exercise of knowledge and skills in relation to your work practice’. More recently, e-portfolios — with digitised documents and hyperlinks — that provide connections to evidence and standards of teaching have become widely advocated in teacher education. As mentioned earlier, a portfolio is not merely a collection of everything you do or have done — teaching portfolios are important in capturing the essential elements of your practice and providing the place where you can readily develop reflective teaching practice. Building a portfolio is an essential part of developing and maintaining professional status. Throughout your professional life the portfolio may be used in:

- preparation for internship and job interviews
- documentation of your philosophy of teaching supported by curriculum and assessment practices
- teacher registration
- attaining accomplished teacher status through detailed reflective documentation.

Typically, evidence of teaching will be required in specified domains and reflect the everyday work of teaching. Authentic assessment, sometimes also referred to as performance assessment, aims to improve understanding and critical thinking. Usually it is based in real work applications, clearly shows what is required of the learner and is intended to be assessment *for* learning. Therefore, assessment for graduating teachers will aim to capture the complex and multifaceted nature of teaching and assessment and will align with both goals of the curriculum (teaching and learning) and professional standards (teacher occupational knowledge). This sounds complex, and it is. Meeting such outcomes generally occurs towards the end of your course and occurs in what are sometimes referred to as capstone subjects. Authentic or performance learning of graduating teachers usually has a number of parts and will confirm that the graduate is ready to teach by a judgement that is made on the evidence of practice described as:

- learning and its context
- planning teaching and assessment
- teaching students and supporting learning
- assessing student learning
- reflecting on teaching and learning.

As part of the recommendations of *Action Now: Classroom ready teachers* (TEMAG 2015) AITSL is tasked with a number of responsibilities, including a robust assessment of graduates to ensure classroom readiness. All providers are required to have a teaching performance assessment in place by 2018. The form of assessment will be performance based, with graduating teachers being required to align their evidence to the Australian Professional Standards for Teaching. Cohorts of students who have completed these forms of assessment already have commented that the process has led them to be well prepared for applying for advertised teaching positions and eases their preparation for state-based teacher registration. They reflect that they have been supported to:

- focus thinking on different areas of teaching
- think about practice, why do they do what they do, how they would articulate this to their students/colleagues/parents and principal
- show what they have understood as a teacher
- reveal their strengths and weaknesses and develop a plan for future changes
- define professional learning goals based on what worked and did not work
- develop an increased awareness of assessment of student learning linking to curriculum standards
- be a reflexive teacher, to see the big picture of teaching and the importance of continuous learning.

Julie White and Trevor Hay (2005) summed up the distinctions in the way that portfolios as a form of authentic assessment get used in the teaching profession as being either ‘Are you good enough?’ (i.e. standards and accountability models) or ‘Who are you?’ (i.e. approaches that reach into the process of developing the personal professional knowledge of teachers). It is important to recognise that you will be required to provide ongoing evidence of your professional learning. Teacher professional learning is a constant in teachers’ lives. It is both rewarding and enjoyable. Good professional learning will engage you in any number of practices, including school-based workshops, teacher conferences, online communities and personalised forms of inquiry where you may investigate your classroom practice or work collaboratively with other teachers through face-to-face and virtual means. The graduate teacher assessment task and then the evidence portfolio is now regarded as a major component of becoming and being a professional and lifelong educator.

## Contributing to the professional knowledge base

To understand, construct and analyse our professional knowledge and our theories of teaching and learning, teachers are required to read and understand contemporary research and over time to develop the skill of conducting or participating in systematic and rigorous educational and teacher research (Clarke & Erickson 2003). The purposes behind particular classroom practices are as important as the practices themselves, and there is ‘neither a simple formula to be adopted by unthinking or disenfranchised teachers, nor a framework that stipulates a singular approach to effective teaching (Gore, 2007)’ (Bowe & Gore 2017, p. 358). Teacher research therefore ensures teachers are contributing to their professional knowledge base and are acknowledged as being significant voices in the shaping of professional decision-making and professionalisation.

There are any numbers of approaches to practitioner research. As Jean McNiff (1993, p. 18) suggests:

- each individual may legitimately theorise about their own practice and aim to build theories
- theorising as a process is appropriate to educational development — people change their practices and their practices change them

- the interface between person and practice is a process of theory building, which involves a critical reflection on the process of ‘reflection in action’, and which legitimates the notion of a changing individual interacting with the world.

Reflection upon formal professional knowledge, developed through research and theory, is the best way to initially develop and refine a professional belief system that analyses your conceptions and misconceptions of teaching and learning. A teacher who shapes their theory in this way will have a professionally defensible approach to their teaching. There are any number of differing approaches to teacher research and inquiry. However, it remains that teacher reflexivity — that is, the capacity to refer to one’s actions — is crucial in accounting for the multiplicity of elements that constitute the teaching self and the act of teaching.

#### WHAT ARE THE IMPLICATIONS FOR ME?

File your school experience reports. Select a focus area based on the school-based assessor’s comments for your immediate and ongoing professional learning.

Write a short autobiographical piece that will form the starting point for your professional portfolio or graduating teacher assessment document. Keep in mind the purpose and audience for your work (e.g. internship, employment application, graduate teaching standards, reflective practice).

Develop a checklist for the development of evidence-informed practice over time. Here are some suggested headings:

- Title page that indicates the purpose of the assessment (internship, graduating teacher)
- Brief autobiography
- Belief statement: an informed, evolving position on a personal professional theory
- Planning: establishing a balanced instructional focus. How do the plans support student learning?
- Pedagogy and student diversity. How do the plans make the curriculum accessible to all students?
- Curriculum and assessment: designing assessments, monitoring and analysis
- Reflection: use of research, theory and reflections on teaching and learning to guide practice
- The teaching professional: investigating practice
- Appendices.

Remember that graduating teacher assessments are not just printed documents. Increasingly, multimedia stored on a secure YouTube link may also be an important part of your evidence. Audio or video recordings of lessons may also provide useful material for your reflective practice.

Open and maintain a professional learning log. List the title, date and summary of the event attended and include a section for *Reflections* that links to your current practice and describes what changes you intend to make.

#### INSIGHTS IN EDUCATION

##### Teacher education

What do we learn about schools, teaching and learning by analysing school marketing materials?

Over the last five years Trevor McCandless has been asking, why do ‘local schools’ now feel the need to market themselves? He has also asked, do schools with higher proportions of boys market themselves differently to schools with a more equal balance of the sexes? And does having large numbers of students from non-English speaking backgrounds impact on how schools want to be seen?

[I]nternational research has concluded that school marketing is ‘uniform and formulaic’ (Gewirtz et al. 1995, p. 137), with schools engaged in ‘playing to preferred customers’ (Lubienski 2007, p. 132), generally meaning the children of middle-class parents . . . Schools derive advantages if they can attract the ‘right’ students (Ball 2003, 2006b; Ball & Gewirtz 2010; Bonnor & Caro 2007; Brantlinger 2003; Gorur 2013; Ho 2011; Nash 2010; Smedley 1995; Teese 2011) and these ‘right’ students are the ‘kids that bring cultural capital to the school that will increase its results (girls, high socio-economic background families, academic ability, sporting or creative prowess)’ (Bonnor & Caro 2012, pp. 83–4) . . . Other research has shown that students receive differential attention given their likelihood to contribute to



school improvement on government mandated measures and assessment instruments (Ball 2006a; Ball, Maguire & Braun 2012). Others have stressed that the students likely to receive additional attention is highly gendered and raced (Ball et al. 2012; Youdell 2006).

The coincidence of these factors has been used to explain the apparent commonality of school marketing materials. Research has shown that overwhelmingly it is middle-class parents who are the active choosers in the school marketplace (Ball 2003, 2006b; Ball & Gewirtz 2010; Ball et al. 2012; Campbell et al. 2009). If all schools seek to attract the same students — that is, students already holding the habits and dispositions that ensure academic success — then school marketing will appear similar no matter which school produces it, because it is marketing to the same people: the white, mostly female, children of middle class parents . . . Furthermore, Australian research has also considered the nature of white flight from schools deemed to have too many none [sic] Anglo-Saxon background children (Ho 2011). That school marketing might not take any of these issues and concerns into consideration while trying to attract students — given their own student populations — seemed improbable.

TREVOR MCCANDLESS PhD (2017, pp. 2–3)

LECTURER AND RESEARCH FELLOW, DEAKIN UNIVERSITY

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## SUMMARY

No single variable improves student achievement more than the introduction of a great teacher.

Teaching is supported by a wide and deep body of professional knowledge that continues to evolve. As you prepare to join the teaching profession you will be exposed to both theory and practice. It is important to bring a critical perspective to ideas, theories and practices to ensure you construct a personally relevant understanding of teaching.

Teachers tend to form and develop a ‘teacher identity’ over time through four processes: storying teaching, theorising teaching and identity, enacting beliefs and values, and transforming professional identity. The shape of identity and belief formation, professional thinking and decision making (i.e. deciding what actions to take) is particular to each person. Teacher identity changes over time in response to reflection upon professional knowledge and practice, the learning outcomes students achieve, and ideas from colleagues, researchers and other stakeholders in education. In this way, teachers come to transform their own beliefs, knowledge and practice.

Pedagogy is a term that describes the art, science or strategies of teaching based on professional knowledge and reflective practice. General pedagogical knowledge is knowledge of the theories of effective teaching. Pedagogical content knowledge is knowledge of specific subject matter to be taught and how to teach that specific content. Pedagogy is closely related to curriculum, which describes the educational content that is to be taught. The Australian school system has been characterised by somewhat divergent curricula in different states, but recently a national Australian Curriculum has been developed in core subject areas to bring greater consistency to Australians’ schooling and includes Aboriginal and Torres Strait Islander perspectives, which are embedded throughout the entire curriculum, at every age and in every subject.

Becoming an accomplished teacher requires the adoption of reflective practice, which involves constantly reviewing one’s beliefs and practices, the theories and ideas underpinning them, and the outcomes observed, in order to learn from them and improve upon them. Reflection is also an important component of continuing to build teaching’s professional knowledge base. Teacher performance assessment is an important part of reflective practice, as well as providing tangible evidence of achievement and development as a teacher, and of your students’ learning.

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## KEY TERMS

**accomplished teacher** An experienced educator who can demonstrate expert performance through tangible evidence, such as a teaching portfolio or a leadership position.

**constructivism** An approach to teaching that recognises that everything a person learns is mediated by their prior experiences and understandings; thus individuals construct, rather than absorb, new knowledge.

**critical perspective** A way of viewing information, ideas and practices that refuses to take them for granted, and instead asks what are the implications, and for whom, of this idea or this way of doing things.

**general pedagogical knowledge** Knowledge of the theories of effective teaching.

**graduate teacher** A teacher in the first and subsequent early years of their professional life.

**ICSEA (Index of Community Socio-Educational Advantage)** ACARA provides a definition of ICSEA. The definition and method of calculation is found at: [https://acaraweb.blob.core.windows.net/resources/About\\_ICSEA\\_2014.pdf](https://acaraweb.blob.core.windows.net/resources/About_ICSEA_2014.pdf). ICSEA is one of any number of statistical calculations that have parallels across the world and attempt to measure students’ socio educational backgrounds for policy and funding purposes.

**mentor** One who supports professional learning, typically during pre-service experiences, on entry to the profession or for a specific need.

**pedagogical content knowledge (PCK)** The teacher's unique amalgam of content and pedagogy.

**pedagogy** The art, science or strategies of teaching based on professional knowledge and reflective practice.

**pre-service teacher** A student enrolled in a course of study intended to satisfy requirements for employment as a teacher.

**professional standards** A set of statements intended to articulate the knowledge, skills and understandings that define good teaching.

**reflective practice** The commitment to constantly review one's beliefs and practices, the theories and ideas underpinning them, and the outcomes observed, in order to learn from them and improve upon them.

**teaching portfolio** A collection of work, framed by reflection and enriched through collaboration, that has as its ultimate aim the improvement of teacher and student learning.

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## FROM THEORY TO PRACTICE

- |            |  |            |
|------------|--|------------|
| <b>1.1</b> | Develop a visual essay on teaching as a profession. The essay may take a historical perspective or be a contemporary account of a defined period. Be sure to capture teachers and students at work (but ensure you seek permission to photograph and/or identify students and teachers you observe and interact with).   | <b>L01</b> |
| <b>1.2</b> | Reflect upon your personal metaphor for teaching. How culturally situated are your beliefs? In what ways will you subject your cultural background to critical scrutiny as you are learning to teach and getting to know your students?  | <b>L02</b> |
| <b>1.3</b> | What are the advantages and disadvantages of having a national curriculum? What are some of the challenges in implementing changes to curriculum across different jurisdictions?   | <b>L03</b> |
| <b>1.4</b> | What is a Reconciliation Action Plan? Sign up for the Narragunnawali site to learn more about RAPS and how to develop and evaluate a RAP.  | <b>L04</b> |
| <b>1.5</b> | Join some professional networks to receive regular updates on issues in education. Some ideas might be to follow appropriate Twitter accounts, to sign up for updates to the Australian Curriculum or to get a student membership for a professional organisation such as the Australian College of Educators (ACE).   | <b>L04</b> |
| <b>1.6</b> | Review AITSL Standard 2.4 'Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians'. Analyse the Twitter feed on @indigenoux in recent weeks. What issues and perspectives dominate? What is being said, and what is not being said? What can you take into the classroom from the analysis to provide the evidence required to meet AITSL Standard 2.4? | <b>L05</b> |

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## WEBSITES

- The Australian Council for Educational Research, better known by its acronym, ACER, is an independent not-for-profit Australian body that has a long association with the teaching profession. Established in 1930 with five staff, the organisation now has 380 staff, and offices worldwide. ACER publishes evidence-based resources and information sources of interest to practitioners and

researchers. They provide a number of no-cost resources, including the publication *Teacher: evidence, insight and action*, a magazine that contains links to podcasts, research articles and stories written by teachers: [www.teachermagazine.com.au](http://www.teachermagazine.com.au)

- 2 Reconciliation Australia was established in 2001 and is the lead body for reconciliation in the nation. As an independent not-for-profit organisation that promotes and facilitates reconciliation by building relationships, respect and trust between the wider Australian community and Aboriginal and Torres Strait Islander peoples, the organisation's vision is to enable all Australians to contribute to the reconciliation of the nation. Their vision of reconciliation is based on five interrelated dimensions: race relations, equality and equity, unity, institutional integrity and historical acceptance. The website details programs for schools, and also provides resources that are invaluable to improving your professional knowledge base and helping you as a teacher and your students become an integral part of Reconciliation Australia: [www.reconciliation.org.au](http://www.reconciliation.org.au)
- 3 The Australian Institute for Teaching and School Leadership (AITSL) website provides you with information on the national requirements for teaching and leadership. Keep up to date with a range of resources and information for your entire teaching career, and perhaps in the future a leadership career, by regularly visiting this site: [www.aitsl.edu.au](http://www.aitsl.edu.au)
- 4 Together for Humanity is a multi-faith not-for-profit organisation that is helping schools, organisations and communities respond effectively to differences of culture and belief. They do this by bringing students, teachers and those in the community into contact with people from diverse backgrounds in an open and supportive setting. The website has a large number of resources, including the open access interactive online resource 'Difference Differently'. Difference Differently is suited to individuals as well as school-based professional learning, and has been trialled and evaluated as part of recent research in schools (Halse, Mansouri, Moss, Paradies, O'Mara, Arber & Denson et al. 2015): [www.togetherforhumanity.org.au](http://www.togetherforhumanity.org.au)

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