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Edited by Peter Hudson
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Learning to Teach in the Primary School

Education is in a constant state of change and development. *Learning to Teach in the Primary School* provides a pathway into Australian education for preservice teachers involved in primary teaching. This practical and engaging text supports lecturers and their students by including strong links to the Australian Curriculum, and by framing teaching around understanding primary students, how they learn, and their contexts.

The book includes numerous valuable teaching resources such as:

- applied learning experiences, discussion questions, and research topics that aid preservice teachers' understandings of major issues facing teachers and primary students
- specific and crucial information related to the teaching of literacy, mathematics and science within the current educational climate
- practical guidance across a range of key learning areas, exploring the breadth and depth of teaching and learning opportunities for primary students.

Drawing on the wide-ranging expertise of each contributor, this text prepares preservice teachers for teaching in Australian classrooms and provides techniques to engage primary students in high-quality education. The concluding chapters of the book focus on professional growth, making this a valuable resource throughout preservice teachers' tertiary coursework and into their professional careers.

The book is accompanied by an extensive companion website at www.cambridge.edu.au/academic/teachingprimary.

Peter Hudson is an associate professor in the Faculty of Education at Queensland University of Technology.

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Contributors

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Peta Goldberg is a professor of religious education and Head of the School of Religious Education at Australian Catholic University. She is a leading educator in the fields of religious education and study of religion. Peta is also the National President of the Australian Association



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Amy Hamilton is a senior lecturer in visual arts and curriculum studies arts, in the School of Education, Flinders University. Amy is a practising visual artist. She has extensive experience in developing curriculum and teaching visual art from primary school to the tertiary level. In 2008, Amy received a Faculty Award for Excellence in teaching and in 2011 a Teaching and Learning Innovation Grant for her teaching in The Expressive Arts, which prepares preservice teachers to teach the arts effectively. Amy is currently on the advisory team for the Arts in the new Australian Curriculum.

Peter Hudson is an associate professor at Queensland University of Technology. He has a teaching career spanning 34 years, which includes 10 years as a primary school principal, lecturing in universities and involvement in research projects. Peter’s Mentoring for Effective Teaching (MET) model is at the forefront of his work nationally and internationally (see www.tedd.net.au).

Suzanne Hudson is the academic coordinator for the Bachelor of Education (primary) degree at Queensland University of Technology’s Caboolture campus. She has been involved in teaching and teacher education programs for more than 30 years. Suzanne’s research interests include professional experience, mentoring, induction, middle schooling and the development of quality teacher education programs.

Jane Jarvis is a senior lecturer at Flinders University in Adelaide, where she teaches undergraduate and postgraduate courses and conducts research related to special education, gifted education and differentiation for learners from diverse backgrounds. Jane holds a PhD in educational psychology (gifted education) from the University of Virginia in the United States and a master’s degree in Educational Psychology from the University of Queensland. She has worked as a school counsellor, teacher, learning specialist and behavioural intervention specialist in schools and disability services settings in Australia and the United States.

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John Quay is a senior lecturer in the Graduate School of Education at the University of Melbourne, where he teaches Health and Physical Education in the preservice primary teacher education program. Within this area, his main concern is preservice teacher comprehension of how to integrate curricula through the development of quality units of work.

Mary Ryan is a senior lecturer in the Faculty of Education at the Queensland University of Technology in Brisbane. She taught in primary schools for 10 years and has taught preservice primary teachers in literacy, English curriculum and professional practice for over 12 years. Her work from a Commonwealth-funded grant (co-leader with Michael Ryan) on developing conceptual models and strategies for reflective learning in higher education has led to workshops in universities across Australia, the United Kingdom and Europe.

Michael Ryan teaches undergraduate and postgraduate subjects at Queensland University of Technology that explore and challenge the complex relationships between technologies and pedagogies. In his research, he investigates how digital technologies may be usefully re-appropriated and blended with traditional technologies to design reflective, discursive and experiential learning environments.

Rebecca Spooner-Lane is a lecturer in the Education Faculty at the Queensland University of Technology. As a registered psychologist, Rebecca teaches in the areas of educational



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counselling and educational psychology. Her expertise lies in helping to prepare preservice teachers to build strong relationships with students, parents and their colleagues through effective communication.

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Libby Tudball is a senior lecturer in education and Director of Undergraduate Programs in the Faculty of Education, Monash University. She supervises higher degree research students and is actively involved in teacher professional learning programs. Her research interests include teacher professional learning, internationalisation of education, studies of Asia, social education, civics and citizenship, and values education. Dr Tudball is President of the Social Educators’ Association of Australia and is an accredited school reviewer for the Victorian Department of Education and Early Childhood Development.

Preface

Peter Hudson

This book addresses the current needs of students involved in university coursework focused on teaching in the primary school. Education is changing constantly and, in an endeavour to forge a pathway into current Australian education, this book presents understandings that link with national curricula agendas. Indeed, the inclusion of the Australian Curriculum, as a work in progress, changes the educational setting for all Australian universities and their students undertaking teacher education courses. The book supports lecturers and their students in learning to teach in the primary school by including strong links to the Australian Curriculum and framing teaching around understanding students, how they learn, and their contexts.

Following this preamble, Dr Karen Swabey provides an understanding of child development as essential for optimal learning (Chapter 1), which is further supported by Dr Rebecca Spooner-Lane's guidance on child psychology for effective management of student behaviour (Chapter 2). Dr Tony Dowden opens a section on curriculum chapters by exploring what learners are taught (Chapter 3), and Dr Jane Jarvis explains how to differentiate learning opportunities for primary students from diverse backgrounds (Chapter 4). Both Dr Michelle Eady and Professor Lori Lockyer show how new teachers can utilise technological tools as teaching strategies to challenge students' cognitive development (Chapter 5).

Chapters 6 to 11 explore the range of key learning areas (KLAs), with relevance to the Australian Curriculum, through which to engage primary students in high-quality education. Each KLA is given prominence in explaining the breadth and depth of learning opportunities that can exist for primary students. Professor Peta Goldberg then provides insights on religious studies and cultural diversity, with a focus on educating for global citizenship through inclusive teaching practices (Chapter 12). Importantly, Dr Kaye Price outlines specific inclusive practices for teaching Aboriginal and Torres Strait Islander students (Chapter 13). The curricula integration chapter highlights practical ways to engage learners across key learning areas (Chapter 14). The last two chapters are dedicated to professional growth, as co-authors Dr Sue Hudson and Dr Kerry McCluskey examine the opportunities preservice teachers have to link university theories with classroom practice under the guidance of an experienced mentor teacher (Chapter 15), and Dr Mary Ryan and Michael Ryan (not related) analyse frameworks for engaging in reflective practices towards establishing a teaching identity (Chapter 16).

All of the authors have taught recently in Australian universities and have joined to produce a book on learning how to teach in the primary school, with links to the new Australian Curriculum. This book is intended for lecturers, tutors and their

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students learning to teach in the primary school. It will be particularly useful for students undertaking a graduate diploma in primary education, students entering practicum (professional experiences) and those who undertake specific subjects within education coursework. It is envisioned that university tutors might utilise the book in their classrooms, and that preservice teachers can draw upon it in seeking to understand the practicalities of teaching in Australian schools.