

Contents

Contributors		X1
Preface		xv
Peter Hudson		
CHAPTER 1:	CHILD DEVELOPMENT: APPROACHES TO LEARNING Karen Swabey	1
	Introduction	2
	Domains of development	2
	Physical, cognitive and psychosocial development	2
	Developmental theories	4
	Approaches to learning, to enhance development	12
	Summary	16
	Extension	16
	Further reading	17
	References	17
CHAPTER 2:	PLANNING TO MANAGE MY TEACHING IN A DEMOCRATIC	
	CLASSROOM	19
	Rebecca Spooner-Lane	
	Introduction	20
	Best practice approach to managing student behaviour	20
	What are democratic classrooms?	21
	Creating a democratic classroom	29
	Summary	33
	Extension	33
	Further reading	34
	References	34
CHAPTER 3:	UNDERSTANDING THE CURRICULUM	37
	Tony Dowden	
	Introduction	38
	Theoretical framework	38
	Stakeholders in the curriculum	39
	National and state curricula	41
	The local curriculum	43
	Change in the curriculum is guaranteed	44
	Curriculum designs that put students first	46





	en	

	Summary	48
	Extension	48
	Further reading	49
	References	49
CHAPTER 4:	DIFFERENTIATING LEARNING EXPERIENCES FOR	
	DIVERSE STUDENTS	52
	Jane Jarvis	
	Introduction	53
	Diversity in Australian schools	53
	Inclusion and differentiation	55
	Theoretical framework	57
	Differentiation as a philosophy of teaching	60
	Differentiation in practice: Planning and teaching	64
	Summary	67
	Extension	68
	Further reading	69
	References	69
CHAPTER 5:	TOOLS FOR LEARNING: TECHNOLOGY AND TEACHING	
	STRATEGIES	71
	Michelle Eady and Lori Lockyer	
	Introduction	72
	The role of technology in education	73
	Learning with technological tools	74
	Evaluating technology for teaching and learning	84
	Challenges and barriers	85
	Summary	86
	Extension	87
	Further reading	88
	References	88
CHAPTER 6:	MULTIMODALITY AND COMPLEX TEXTS IN EDUCATIONAL	
	SETTINGS	90
	Jennifer Carter and Christine Davis	
	Introduction	91
	Using complex texts	92
	Language as social practice	96
	Language as situated practice	97
	Encountering complex texts	101

vi



		Contents
	Encountering professional texts	103
	Summary	105
	Extension	105
	Further reading	106
	References	107
CHAPTER 7:	MATHEMATICS AND NUMERACY	108
	Shelley Dole	
	Introduction	109
	The nature of mathematics	109
	School mathematics and mathematics anxiety	111
	Investigative approaches for teaching mathematics	114
	The primary mathematics curriculum	118
	Teaching mathematics with technology	120
	Assessment	121
	Mathematics as a foundation for numeracy	123
	Summary	124
	Extension	125
	Further reading	126
	References	126
CHAPTER 8:	LEARNING TO TEACH PRIMARY SCIENCE	129
	Peter Hudson	
	Introduction	130
	What is science?	130
	Planning and conducting a science inquiry	135
	Processing and analysing information	136
	Transmission approach	138
	Discovery approach	139
	Resources for teaching science	143
	Summary	145
	Extension	145
	Further reading	147
	References	147
CHAPTER 9:	CITIZENSHIP AND SOCIAL EDUCATION IN PRIMARY SCHOOL Libby Tudball	LS 149
	Introduction	150
	The scope of personal and social learning in Australian curricu and policy	lum 150

vii





Contents

	Social education disciplines in the Australian curriculum	154
	Teaching and learning in values education	160
	Australian Sustainable Schools Initiative	164
	Developing multicultural and global citizenship education	165
	Summary	166
	Extension	167
	Further reading	167
	References	168
CHAPTER 10:	HEALTH AND PHYSICAL EDUCATION: STUDENTS,	
	TEACHERS AND THE CURRICULUM	170
	Jacqui Peters and John Quay	
	Introduction	171
	The place of HPE in primary schools	171
	Understanding the characteristics of students	177
	The HPE learning environment	178
	Health education and teaching sensitive topics	179
	Integrating health and physical education	181
	Assessing in HPE and aligning HPE with the Australian Curriculum	183
	Summary	184
	Extension	185
	Further reading	186
	References	186
CHAPTER 11:	PREPARING TO TEACH THE ARTS IN PRIMARY SCHOOL	188
	Amy Hamilton	1.00
	Introduction	189
	What do we mean by 'the arts'?	190
	Preparing to teach the arts	196
	Planning for arts education	197
	Engagement with Asia through the arts	200
	Assessment in arts education	202
	Summary	203
	Extension	204
	Further reading	204
	References	205

viii



Contents



CHAPTER 12:	RELIGIOUS DIVERSITY AND RELIGIOUS LITERACY	208
	Peta Goldburg	
	Introduction	209
	Religious diversity in Australia	209
	Approaches to teaching about religion	216
	Summary	222
	Extension	223
	Further reading	223
	References	224
CHAPTER 13:	ABORIGINAL AND TORRES STRAIT ISLANDER EDUCATION	225
	Kaye Price	
	Introduction	226
	Aboriginal and Torres Strait Islander education	226
	Closing the gap in Aboriginal education outcomes:	
	Linkages to COAG and departmental initiatives	235
	Summary	243
	Extension	243
	Further reading	244
	References	245
CHAPTER 14:	CURRICULA INTEGRATION	248
	Peter Hudson	
	Introduction	249
	Debating definitions	249
	Other issues related to curricula integration	251
	Summary	264
	Extension	265
	Further reading	266
	References	266
CHAPTER 15:	PROFESSIONAL EXPERIENCE	269
	Suzanne Hudson and Kerryn McCluskey	
	Introduction	270
	What is professional experience?	270
	Considering rural and remote teaching	286
	Summary	286
	Extension	287



5

on	

	Further reading	290
	References	290
CHAPTER 16:	LEARNING AND TEACHING REFLECTION: DEVELOPING	
	CAPACITIES FOR LIFELONG LEARNING	291
	Mary Ryan and Michael Ryan	
	Introduction	292
	The importance of reflection	292
	Theories of reflection and learning	298
	Summary	307
	Extension	308
	Further reading	308
	References	309
Glossary		310
Index		317

x