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PREFACE

You are about to embark on your journey to ‘becoming a teacher’, one of the most rewarding professions you can join. Being a teacher is about having the professional passion, energy and commitment to enhance students’ learning. Every student is valuable and our task as teachers is to provide them with optimal learning opportunities. Students can have very different approaches and motivations to learning, so as a teacher you will need to be able to differentiate your teaching to cater for all these student learning differences.

This is the sixth edition of *Becoming a teacher*. Although it retains most of the chapters of the previous edition, all chapters have been revised and updated. The approach in this edition is more reflective, and gives readers an opportunity to interact much more with issues raised in the text. Additional case studies and examples are also included to enable you to reflect on authentic experiences. Many additional topics, new to this edition of *Becoming a teacher*, are listed in the New Features summary.

Becoming a teacher is intended to assist you in the process of becoming a capable, and caring teacher. It includes a comprehensive range of chapters, and within each chapter there are questions (‘Pause for thought’ and ‘Over to you’), and at the end of the chapter there are references and reflections. Remember it is most important to take the time to do your reading of additional references and to ponder those questions and issues – a reflective teacher is an effective teacher.

In this edition of *Becoming a teacher*, all chapters have been extensively updated with new approaches and current references included by the two new authors Maggie Clarke and Sharon Pittaway. For example, Chapter 5 provides an in-depth analysis of the National Curriculum, Chapter 15 focuses in some depth upon social and emotional learning and Chapter 17 has a detailed analysis of NAPLAN and the MySchool websites. Further details of these updates can be found on page xiv under the ‘New Features’ heading.

There is also an increased focus on using ICT (Information and Communication Technologies) in teaching, including specific and relevant examples which illustrate the authentic use of technology in the classroom. The growth and widespread use of social media such as Facebook and Twitter provide clear evidence to teachers that flexibility and immediacy of information are now highly valued by students.

Our thanks are due to Evelyn Tan for her support in the preparation of Colin’s original manuscript; to Nicola Poole, Acquisitions Editor; to Katie Pittard, Development Editor; and Jane Tyrrell, copy editor, all of whom are highly skilled in their specific areas of expertise. It has been a privilege to be invited to further develop the sixth edition of this outstanding text originally authored by our colleague, Colin Marsh. We hope that this sixth edition of *Becoming a teacher* inspires and motivates you to become the best teacher you can be! We welcome feedback about any aspects of the text. Please email us at Maggie Clarke [m.clarke@uws.edu.au] and Sharon Pittaway [Sharon.Pittaway@utas.edu.au].

NEW FEATURES

- **CHAPTER 1**, titled ‘What is teaching all about?’, examines the realities of teaching and school contexts.
- **CHAPTER 2** includes an update on human development theories. Newly developed tables showing inter-relationships of cognitive learning theory and their application to the classroom have been added.
- **CHAPTER 3** offers an update on theories of motivation and a case study on Project Based Learning to illustrate intrinsic motivation.
- **CHAPTER 4** examines the scope and impact of ‘Building the Education Revolution’ and offers an updated critique of conservative teaching buildings compared with flexible learning environments.
- **CHAPTER 5**, titled ‘The Australian Curriculum’, examines the development of the Australian Curriculum as Phase 1 subjects are being implemented. The chapter includes a detailed analysis and critique of General Capabilities and cross-curriculum priorities.
- **CHAPTER 6** has been expanded to examine planned, enacted and experienced curricula. Examples are included from Early Childhood, Primary and Secondary.
- **CHAPTER 7** includes differentiated instruction and lesson study, with examples from Early Childhood, Primary and Secondary. Web links with suitable resources have been added.
- **CHAPTER 8** offers further examples, including graphics, of the influence of computers on classroom organisation.
- **CHAPTER 9** discusses the importance of goals and aims; deciding what to teach and creating a rich learning environment in the classroom.
- **CHAPTER 10** includes updated coverage of models of communication, the growth of social media and its impact upon students and teachers.
- **CHAPTER 11** provides updated examples of ICT applications on pedagogy.
- **CHAPTER 12** has been expanded to include more discussion of gender, and cultural and racial issues, and cyber-bullying.
- **CHAPTER 13** has been fully updated to cover new technologies available to classroom teachers, as well as an analysis of social media resources.
- **CHAPTER 14** includes detailed analyses of differentiated instruction, brain research and learning styles.
- **CHAPTER 15** has a new focus, with an emphasis upon social and emotional learning, examples and skill development.
- **CHAPTER 16** has a new focus on parent partnerships with schools.
- **CHAPTER 17** offers an update on modes of assessment and a detailed analysis and critique of NAPLAN testing and the MySchool website.

- **CHAPTER 18** provides a new focus on Australian Professional Standards and Commonwealth–State relations.
- **CHAPTER 19** examines equity as well as ethical and legal issues, with a focus on ACARA subjects and equity issues.
- **CHAPTER 20** offers a major analysis and critique of Australian Professional Standards for Teachers.

Other features in this edition include:

Strategies



STRATEGIES

Teaching the pre-operational student

- Use concrete materials, e.g. blocks, rods
- Use visual aids, e.g. pictures, whiteboards, interactive whiteboards, tablet technology
- Keep instructions brief, using gestures to highlight intent, e.g. explain by acting out a part
- Provide hands-on practice, e.g. cut-out letters to build words
- Provide a wide range of experiences to build up concept learning, e.g. visits to gardens, theatres.

Source: Based on Woolfolk & Margetts (2013); Santrock (2010).

Strategies boxes give you practical ideas for implementing the book's theories in the classroom.

Checklists



CHECKLIST



Observing individual students

When you undertake your professional experience in schools see if you can answer these questions.

- Have I started an individual record of behaviour for each student who misbehaves?
- Do I know each student's general school achievement?
- What are their specific achievement needs in terms of skills?
- What have been some significant aspects of social behaviour for each student?
- Which students have physical disabilities?
- Which students have emotional difficulties?
- Which students need particular help in social adjustment?

Source: Based on Byers & Irish (1961).

Checklists are a simple tool you can use in the classroom and when preparing for teaching to help you focus on key considerations.

Activities

ACTIVITY

An early childhood example

The following lesson extract is an example that illustrates Outcome 2 of the Framework, 'Children are connected with and contribute to their world'.

Our homes

The centre teacher and support staff have stuck photographs of different kinds of houses on pinboards. They have also arranged a doll's house complete with some interior fittings such as chairs, tables and beds on each small group table. When the children are seated at their small group tables, they are encouraged to play with the doll's houses. After some initial play time the teacher forms the children into a circle and asks them the following questions:


- Would this be a good home to live in?
- Where are the doors and windows?
- Where is the front door and back door?
- Where do you sleep in your home?
- Where do you play?

Children are encouraged to talk freely about their home to each other and to the centre teacher.

What do you think is being emphasised in this lesson? Is it about what homes look like? Is it about something more, such as a home is where a family lives, a home is where we are loved and cared for? What does it mean to be a family member? Is the lesson about feelings of belonging—the importance of their home to them and to their family and their interdependence on other members of the family?

Imagine you are teaching a group of early childhood age children about families and belonging to a family. How would you teach Outcome 2 as listed above? Can you think of a different teaching approach that will still achieve the same outcome?

Activities are sample lessons that you can adapt to suit your classes.

Finally, each chapter contains 'Pause for thought' questions (identified by ); 'Over to you' reflections; 'Key issues raised in this chapter'; 'Reflecting and exploring'; and 'References'.