

Copyright © Pearson Australia (a division of Pearson Australia Group Pty Ltd) 2014

Pearson Australia
Unit 4, Level 3
14 Aquatic Drive
Frenchs Forest NSW 2086

www.pearson.com.au

The *Copyright Act 1968* of Australia allows a maximum of one chapter or 10% of this book, whichever is the greater, to be copied by any educational institution for its educational purposes provided that that educational institution (or the body that administers it) has given a remuneration notice to Copyright Agency Limited (CAL) under the Act. For details of the CAL licence for educational institutions contact:

Copyright Agency Limited, telephone: (02) 9394 7600, email: info@copyright.com.au

All rights reserved. Except under the conditions described in the *Copyright Act 1968* of Australia and subsequent amendments, no part of this publication may be reproduced, stored in a retrieval system or transmitted in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without the prior permission of the copyright owner.

All material identified by  is material subject to copyright under the *Copyright Act 1968* and is owned by the Australian Curriculum, Assessment and Reporting Authority 2013.

This may be a modified extract from the Australian Curriculum and may include the work of other authors.

ACARA neither endorses nor verifies the accuracy of the information provided and accepts no responsibility for incomplete or inaccurate information. In particular, ACARA does not endorse or verify that:

- the content descriptions are solely for a particular year and subject;
- all the content descriptions for that year and subject have been used; and
- the author's material aligns with the Australian Curriculum content descriptions for the relevant year and subject.

You can find the unaltered and most up to date version of this material at www.australiancurriculum.edu.au/. This material is reproduced with the permission of ACARA.

Pearson Australia has reproduced text from *National Code of Practice for Sponsorship and Promotion in School Education, 1992*, *National Framework for Professional Standards for Teaching, 1992* and *Melbourne Declaration on Educational Goals for Young Australians, 2003* in this publication with permission from the copyright owner, ESA, which is the successor to the Ministerial Council on Education, Employment, Training and Youth Affairs and the Ministerial Council on Education Early Childhood Development and Youth Affairs. Apart from any use permitted under the *Copyright Act 1968* (Cth), and use for non-commercial education purposes where the source is acknowledged, this text may not be sold or used for any commercial purpose.

Other than as permitted above, no part may be reproduced, stored, published, performed, communicated or adapted by any means without the prior written permission of the copyright owner.

This publication does not represent the views of, and is not endorsed, approved or authorised by, ESA or SCSEEC.

The Australian Professional Standards for Teachers (the material) was developed by the Australian Institute for Teaching and School Leadership (AITSL). AITSL was formed to promote excellence in teaching and school leadership, with funding provided by the Australian Government. Education Services Australia, as the legal entity for the Standing Council on School Education and Early Childhood, retains the copyright.

Acquisitions Editor: Nicola Poole
Senior Project Editor: Katie Millar
Production Coordinator: Caroline Stewart
Copy Editor: Jane Tyrrell
Proofreader: Ron Buck
Copyright and Pictures: Kim Morgan
Indexer: Mary Coe
Cover and internal design by Liz Nicholson, DesignBITE
Cover image © VLADGRIN/Shutterstock
Typeset by Midland Typesetters, Australia

Printed in China

1 2 3 4 5 18 17 16 15 14

National Library of Australia
Cataloguing-in-Publication Data

Author: Marsh, Colin J., author.
Title: Marsh's becoming a teacher/Maggie Clarke, Sharon Pittaway.
Edition: 6th edition
ISBN: 9781442561861 (paperback)
Notes: Includes index.
Subjects: Teaching—Australia.
First year teachers—Australia.

Other Authors/Contributors:
Clarke, Maggie, author.
Pittaway, Sharon, author.

Dewey Number: 371.10994

Every effort has been made to trace and acknowledge copyright. However, should any infringement have occurred, the publishers tender their apologies and invite copyright owners to contact them.

4 LEARNING ENVIRONMENTS

Introduction	55
School buildings	55
Classroom settings	56
Some considerations	56
Room arrangement principles	56
Other physical and psychological factors in the classroom	61
Other learning settings	66
Concluding comments	67
Key issues raised in this chapter	67
Reflecting and exploring	68
References	68

PART 3 How teachers organise and teach 72

5 THE AUSTRALIAN CURRICULUM 74

Introduction	74
A national curriculum for Australia?	74
The education revolution	75
Reasons for a national curriculum	76
What should all young Australians learn?	77
The theoretical basis for the Australian Curriculum	78
Planning and development of the Australian Curriculum	79
General Capabilities	82
Cross-Curriculum Priorities	83
Implementation of the Phase 1 subjects Phase 2 and 3 subjects	84
Phase 2 and 3 subjects	85
Concluding comments	86
Key issues raised in this chapter	86
Reflecting and exploring	87
References	87

6 EXPLORING AND CONTESTING CURRICULUM 89

Introduction	89
Defining 'the curriculum'	89
Curriculum in Australia	92
Examples of curriculum documents	94
Issues in curriculum	96
The dichotomy of private and public schools	97
High stakes testing	98
Concluding comments	99
Key issues raised in this chapter	99
Reflecting and exploring	99
References	99

7 PLANNING AND PREPARING FOR TEACHING 101

Introduction	101
Planning principles	101
Digging a little deeper	103
Practicum, professional experience, internship or teaching practice	103
Programs, units and lesson plans	104
Developing a program	105
Planning a unit	111
Planning a lesson	118
Concluding comments	126
Key issues raised in this chapter	126
Reflecting and exploring	127
References	127

8 ORGANISING CLASSROOM STRUCTURES AND ROUTINES 129

Introduction	129
Typical school structures	129
Kindergartens and early childhood centres	130
Primary schools	131
Middle schools	132
Secondary schools	132
Pressures and demands on schools	134
Organising tasks and elements	135
Organisational patterns in schools	136
Self-contained classrooms	136
Open versus self-contained classrooms	137
Individualised learning	137
Heterogeneous versus streamed classes	138
Whole-class instruction	139
Using small groups	139
Concluding comments	145
Key issues raised in this chapter	145
Reflecting and exploring	146
References	146

9 PLANNING TO ACHIEVE GOALS, AIMS, OBJECTIVES, OUTCOMES AND STANDARDS 149

Introduction	149
The importance of goals and aims	149
Aims	149
Goals	150
Objectives	152
Outcomes	157
The importance of standards	160
Standards-based education in the US	160
Concluding comments	162
Key issues raised in this chapter	162

Reflecting and exploring	162	On-task/off-task behaviours	212
References	163	Establishing a positive classroom environment	213
PART 4 Teaching effectively 166		Establishing routines	215
10 COMMUNICATING EFFECTIVELY 168		Gender and cultural issues	216
Introduction	168	Bullying	217
The nature of communication	169	Attention Deficit Hyperactivity Disorder (ADHD)	218
Models of communication	171	Working with parents	219
Communicating effectively in the classroom	172	Classroom discipline	220
Explaining	172	Preventive discipline	220
Questioning	173	Supportive discipline	220
Listening	178	Intervention discipline	221
Concluding comments	179	A balanced system of classroom management	222
Key issues raised in this chapter	179	Classroom management models	222
Reflecting and exploring	179	Assertive Discipline Model	223
References	180	Decisive Leadership Model	224
11 PEDAGOGY, TEACHING AND LEARNING 181		Concluding comments	225
Introduction	181	Key issues raised in this chapter	225
Pedagogy	181	Reflecting and exploring	225
Matching teaching styles with students' learning styles	183	References	226
Impact of standards on teaching and learning	185	13 USING RESOURCES CREATIVELY 229	
Making use of technology	186	Introduction	229
Teaching and learning phases of instruction	189	Resources available for use in schools	229
Approaches to teaching and learning	190	Print materials	230
Lectures, teacher talks, expository talks and teacher presentations	190	Online and electronic resources	233
Practice drills	193	IT equipment and devices	236
Directed questioning	194	Content-rich experiences	239
Direct instruction	196	Field trips	239
Demonstrations	197	Guest speakers	241
Online teaching	197	Evaluating and selecting resources	241
Problem-based learning	198	Concluding comments	242
Discussion	199	Key issues raised in this chapter	242
Cooperative learning	201	Reflecting and exploring	242
Problem solving, inquiry and discovery	201	References	243
Role-playing and simulation games	203	14 MEETING THE DIVERSE NEEDS OF STUDENTS 245	
Project-based learning and problem-based learning	204	Introduction	245
Independent self-directed study	204	Individuals and the school environment	245
Concluding comments	205	Individual differences and student achievement	247
Key issues raised in this chapter	205	The potential of differentiated classrooms	247
Reflecting and exploring	206	Conceptual framework	247
References	206	Brain research	248
12 CLASSROOM MANAGEMENT 211		Learning styles	248
Introduction	211	Multiple intelligences	249
Beginning teacher concerns about classroom management	211	Standards-based education	250
		Differentiated classrooms	251
		Individual differences and gender	255

Individual differences and exceptional students	257	Reflecting and exploring	304
Culturally diverse students	261	References	304
Abused or neglected students	262	17 ASSESSMENT AND REPORTING	307
Concluding comments	263	Introduction	307
Key issues raised in this chapter	263	What is assessment and why do we do it?	308
Reflecting and exploring	263	Current issues in assessment	309
References	264	Information communication technology developments in assessment	309
15 DEVELOPING KNOWLEDGEABLE, RESPONSIBLE AND CARING STUDENTS	268	Assessment for learning	310
Introduction	268	Assessment types	312
Social and emotional learning	269	Diagnostic/formative–summative	312
Developing social and emotional skills in classrooms	270	Informal–formal	313
Moral education	275	Norm-referenced–criterion-referenced	314
Character education	276	Process–product	315
Service learning	276	Learner judged–teacher judged	316
National Values Education Project	276	Internal–external	316
Values and the Australian Curriculum	281	Assessment techniques	318
General Capabilities	281	Direct observation	318
Cross-Curriculum Priorities	281	NAPLAN testing and the My School website	319
Civics and citizenship education	282	Performance assessment	321
Concluding comments	284	Record-keeping and reporting	327
Key issues raised in this chapter	284	Trends in reporting	329
Reflecting and exploring	285	Developments in assessment and reporting	330
References	285	Concluding comments	331
16 PARENTS' AND CAREGIVERS' PARTNERSHIPS WITH SCHOOLS	287	Key issues raised in this chapter	331
Introduction	287	Reflecting and exploring	332
Parental involvement or participation?	288	References	333
Historical basis for parent and community participation in education	289	PART 5 The teaching profession	338
Some claims and counterclaims about parent participation	291	18 PROFESSIONAL AND CULTURAL DIMENSIONS OF TEACHING	340
Typologies of partnerships	293	Introduction	340
A parent participation continuum	295	Profession – meanings and interpretations	340
Examples of parent partnership schools	299	Professionalisation and professional development	343
Parents' needs	299	Professions: lessons from history	344
Teachers' needs	300	The Australian teaching profession	345
Some basic beliefs which can facilitate a strong partnership	301	Career structures	347
Developing a strong parent partnership within a region	303	Continuing issues for the teaching profession	348
Commonwealth initiatives to support partnerships with parents	303	Ageing of teachers	349
Reporting to parents	303	Women in teaching and the feminisation of teaching	350
Concluding comments	303	Empowerment	351
Key issues raised in this chapter	304	Teacher morale	351
		School culture and teaching	352
		Culture	352

School culture	353	Academic freedom	386
School culture and leadership	355	Freedom of speech	386
School culture and beginning teachers	355	Copying of published materials	386
School culture and schooling over the decades	356	Defamation	387
The 1960s	356	Negligence	387
The 21st century (2010 and beyond)	357	Rights of students	389
Commonwealth–state relationships	358	Discipline and punishment, exclusion	
Equity issues and international rankings	359	from school	389
Assessment developments	359	Privacy: searches, confiscations and	
Conditions for teachers	360	drug testing	389
Concluding comments	361	Property	390
Key issues raised in this chapter	362	Use of camera/video phones in schools	391
Reflecting and exploring	362	Wearing religious clothing	391
References	363	Bullying	391
19 EQUITY, ETHICS AND		Abuse and neglect	392
LEGAL ISSUES IN TEACHING	367	Enforcement of rights	393
Introduction	367	Court cases and the provision of legal	
Equity in education	368	advice	393
Some important terms	368	Exclusion from school	393
Equity issues for Indigenous Australians	369	Concluding comments	394
Phase 1 Australian Curriculum subjects	371	Key issues raised in this chapter	394
International rankings on equity	372	Reflecting and exploring	395
Problem areas	374	References	395
Specific issues	374	20 TEACHER STANDARDS	400
Student disengagement and early leaving	374	Introduction	400
Teacher quality and disadvantaged		Quality of teaching – national inquiries and	
students	375	programs	401
Some solutions	375	Competency-based standards	404
Early Childhood Education (ECE)	375	Standards for teaching	407
Primary education	376	A historical overview	407
Secondary education	376	Developing national standards for the	
The ethics of teaching	377	teaching profession	410
Teaching as a moral craft	379	Australian Professional Standards for	
Ethical relationships between the teacher		Teachers	412
and the education system	380	Analysis of Australian Professional	
Ethical relationships between the teacher		Standards for Teachers	412
and the principal	381	Concluding comments	414
Ethical relationships between the teacher		Key issues raised in this chapter	415
and students	381	Reflecting and exploring	415
Ethical relationships between a school		References	415
and private industry	382		
Legal issues in teaching	385		
Rights of teachers	385	Index	418

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'.