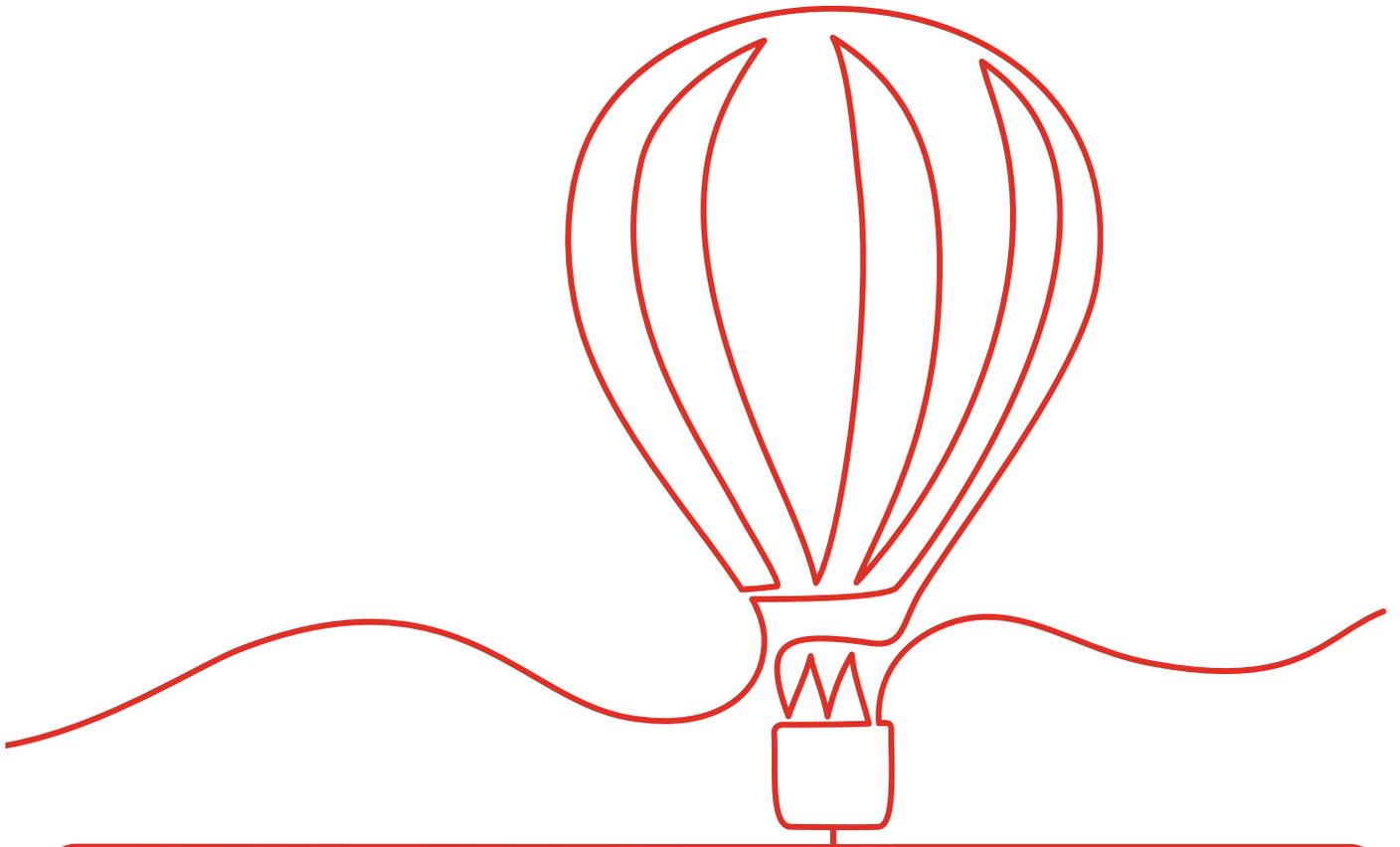


KAY MARGETTS | ANITA WOOLFOLK



# EDUCATIONAL PSYCHOLOGY

5TH EDITION

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# PREFACE

Welcome to the fifth Australian edition of *Educational Psychology*. This revised edition reflects exciting developments in the field and includes many new and updated references to the work of Australasian and international researchers. With increasing relevance to the Australasian context, this edition also addresses universal issues facing teachers wherever they are in the world. There is a strong nexus between theory and practice, with emphasis on educational implications and applications of research on human development, cognitive science, learning, motivation, teaching, and assessment—showing how information and ideas drawn from educational psychology research can be applied to solve everyday problems of teaching. Numerous examples, case studies, guidelines, and practical tips from experienced teachers are used to explore connections between knowledge, understanding, and practice. The text is clear, relevant, and interesting, and is as free of technical language and jargon as possible.

## The plan of the book

The introductory chapter begins with you, the prospective teacher, educational psychologist or sociologist, and the questions you may be asking yourself about teaching and learning. What is good teaching, and what does it take to become an excellent teacher? What is the relationship between educational psychology and learning and teaching?

Chapters 2 to 5 focus on learners. What is the influence of social and cultural contexts? What does it mean to create a culturally inclusive classroom, one that makes learning accessible to all students? What are the implications of neuroscience and brain development for learning? How do students develop physically, cognitively, emotionally, and socially, and how do all these aspects fit together? What contributes to individual differences, and what do they mean for learners and teachers?

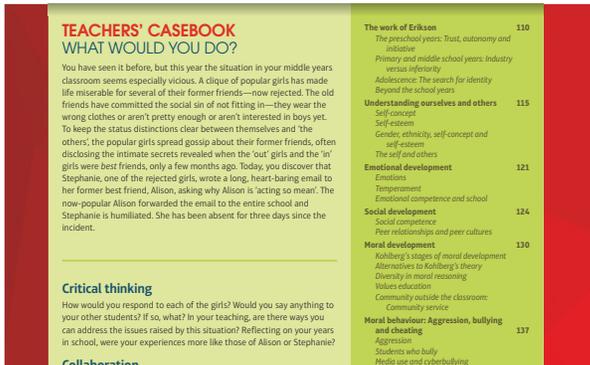
Chapters 6 to 10 consider learning and motivation from five general conceptualisations—behavioural, cognitive, constructivist, social cognitive, and sociocultural. Learning theories have important implications for teaching and instruction at every level. Cognitive research is particularly vital and promises to be a wellspring of ideas for teaching in the immediate future.

Chapters 11 and 12 focus on the teaching process, including how to create and maintain positive learning environments and, then, how to teach, both for academic and personal learning. The material in these chapters is based on recent research in real-life classrooms.

The final two chapters (13 and 14) explore how to assess what students know and what they have learned and understand. These chapters examine different types of testing and grading as well as authentic classroom assessment and reporting, and provide a sound basis for determining student learning and understanding.

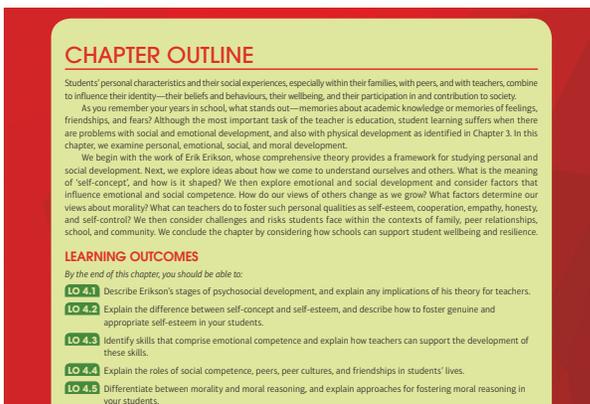
# GUIDED TOUR

Key features throughout the book help with locating relevant topics and focusing your attention as you engage with each chapter.



◀ **Teachers' casebook/What would you do?** helps set the scene for each chapter. Think about the scenarios as you read through the chapter and you may come up with ideas about how to solve the problem described.

◀ **Chapter contents** list the topic headings to help you navigate your way through the chapter.



◀ **Chapter outline** provides a brief summary of key content and the structure of each chapter.

◀ **Learning outcomes** identify the key concepts and knowledge you will gain.

## CHECK YOURSELF

- ▶ Why is Erikson's theory considered to be a psychosocial perspective?
- ▶ What are Erikson's stages of psychosocial development?
- ▶ How can the use of communication technologies impact on personal development?

▲ **Check yourself** are self-check features that appear at the end of each section and help you review and apply knowledge about topics that have been covered in that section.

## WHAT WOULD YOU SAY?

As part of the interview process for a job in primary school, you are asked the following: 'What would you do to help all your students feel good about themselves?'

▲ **What would you say?** segments pose questions that teachers might be asked during job interviews, and provide opportunities for applying knowledge and understanding to practical situations. Reading the sections that follow these questions should help you come up with some informed responses.

## LO 4.1

**Describe Erikson's stages of psychosocial development, and explain any implications of his theory for teachers.**

◀ **Margin learning outcomes** are located in the margin at the start of the sections to which they relate.

## morality of cooperation

Stage of development in which children realise that people make rules and people can change them.

**moral dilemmas** Situations in which no choice is clearly and indisputably right.

◀ **Margin key terms** appear in boldface type in the text, and are accompanied by a brief definition in the margin. A list of key terms, with their page numbers, is included at the end of each chapter.

**Guidelines** ► provide teaching tips and practical suggestions based on theory and research. They illustrate implications and applications of theory and research, and facilitate learning and engagement.

**Guidelines: Family and community partnerships** ► provide strategies for involving family in the children's learning.

### WHAT SHOULD SCHOOLS DO TO ENCOURAGE STUDENTS' SELF-ESTEEM?

More than 2000 books about how to increase self-esteem have been published. Schools and mental health facilities continue to develop self-esteem programs (Slater, 2002). The attempts to improve students' self-esteem have taken three main forms: personal development activities, such as sensitivity training; self-esteem programs where the curriculum focuses directly on improving self-esteem; and structural changes in schools that place greater emphasis on cooperation, student participation, community involvement, and ethnic pride. Are these efforts valuable?

#### POINT

##### THE SELF-ESTEEM MOVEMENT HAS PROBLEMS

Some people have accused schools of developing programs where the main objective is 'to dole out huge heapings of praise, regardless of actual accomplishments' (Slater, 2002, p. 45).

Frank Pajares and Dale Schunk (2002) point to another problem. 'When what is communicated to children from an early age is that nothing matters quite as much as how they feel or how confident they should be, one can rest assured that the world will sooner or later teach a lesson in humility that may not easily be learned. An obsession with one's sense of self is responsible for an alarming increase in depression and other mental difficulties' (p. 16).

Sensitivity training and self-esteem courses assume that we encourage self-esteem by changing the individual's beliefs, making the young person work harder against the odds. But what if the student's environment is truly unsafe,

#### COUNTERPOINT

##### THE SELF-ESTEEM MOVEMENT HAS PROMISE

Erik Erikson (1980, p. 95) warned years ago: 'Children cannot be fooled by empty praise and condescending encouragement. They may have to accept artificial bolstering of their self-esteem in lieu of something better.' Erikson went on to explain that a strong and positive identity comes only from 'wholehearted and consistent recognition of real accomplishment, that is, achievement that has meaning in their culture' (p. 95).

Beyond the 'feel-good psychology' of some aspects of the self-esteem movement is a basic truth: self-esteem is a universal human right. When self-esteem increases, we generally feel happier whereas lower self-esteem makes us feel unhappy. Higher self-esteem is associated with increased initiating, better coping with stress and trauma, and maintaining a more stable mood (Baumeister, 2005). We deserve to respect ourselves, and neither society nor schools should undermine that respect. If we view self-esteem

### STORIES OF LEARNING

#### Tributes to teaching

When Anita Woolfolk was in graduate school in Texas, the standard doctoral candidacy examination was three days' worth of closed-book, handwritten, blue-book-filled answers to questions. Candidates were examined in three areas of educational psychology: social/developmental, learning/cognition, and statistics/research methodology. This was a 'high-stakes', make-or-break three days that determined whether students had to leave school with a 'terminal Master's' (sounds deadly, doesn't it), instead of being allowed to go on to doctoral research. By the time students took the exam, they had completed their coursework and internships. All that remained to earn the PhD was to design, complete, analyse, and write up an independent research project—the dissertation. This is a complex bit of work that takes many students months or even years to finish successfully.

This was the 1970s. It was a time when students were more active in asserting their rights. And Anita was part of that spirit. She was certain that the three-day test was not a good assessment of learning. She asked the faculty, 'When will we have to sit down for three days and answer multiple-choice questions, write essays without any resources, or solve statistics problems that are not related to our research questions?' She wanted a more 'authentic' assessment—something connected to students' learning and their future. Anita talked to other students, wrote position papers, and lobbied lecturers. Finally, she was asked to speak at a faculty meeting about the situation.

To her amazement and gratitude, the faculty voted to allow an option to the three-day test. Candidates could write a research proposal that examined a significant research question from the perspectives of social/developmental and learning/cognition in educational psychology. In addition, they were required to design a study that used appropriate methodology and statistics. Anita chose this option (after making all that fuss, she almost had to). Some of Anita's friends said that she was crazy because she spent months preparing her proposal while they crammed a few weeks for their traditional exam. But then Anita used her proposal, with some improvements, to do her dissertation and finished a year ahead of them. She got a grant to do it, based on the thinking and writing that went into completing the option of that 'authentic' assessment project. At her graduate school, the alternative candidacy exam is still in place today, thanks to the willingness of a good faculty to entertain student suggestions more than 40 years ago.

#### stop think write

A man's wife is dying. There is one drug that could save her, but it is very expensive, and the chemist who invented it will not sell it at a price low enough for the man to be able to buy it. Finally, the man becomes desperate and considers stealing the drug for his wife. What should he do, and why?

▲ **stop/think/write** activities appear regularly and provide opportunities for linking personal experiences with key topics.

### GUIDELINES

#### Supporting identity formation

Give students many models for career choices and other adult roles.

##### EXAMPLES

1. Point out models from literature and history. Have a calendar with the birthdays of eminent women, minority leaders, or people who made a little-known contribution to the subject you are teaching. Briefly discuss the person's accomplishments on the anniversary of his or her birthday.
2. Invite guest speakers to describe how and why they chose their professions. Make sure as wide a range as possible of kinds of work and workers are represented.

Help students find resources for working out personal problems.

##### EXAMPLES

1. Encourage students to talk to school counsellors.
2. Discuss potential outside services.

Be tolerant of teenage fads as long as they don't offend others or interfere with learning.

##### EXAMPLES

1. Discuss the fads of earlier eras (neon hair, powdered wigs, love beads).
2. Don't impose strict dress or hair codes.

Give students realistic feedback about themselves.

##### EXAMPLES

1. When students misbehave or perform poorly, make sure they understand the consequences of their behaviour—the effects on themselves and others.
2. Give students model answers or show them other students' completed projects so they can compare their work to good examples.
3. Since students are 'trying on' roles, keep the roles separate from the person. You can criticise behaviour without criticising the student.

### GUIDELINES

#### Family and community partnerships

##### Promoting literacy

Communicate with parents about the goals and activities of your program.

##### EXAMPLES

1. At the beginning of school, send home a description of the goals to be achieved in your class—make sure it is in a clear and readable format.
2. As you start each unit, send home a newsletter describing what students will be studying—give suggestions for home activities that support the learning.

Involve families in decisions about curriculum.

2. Invite parents to come to class to read to students, take dictation of stories, tell stories, record or bind books, and demonstrate skills.

Provide home activities to be shared with family members.

##### EXAMPLES

1. Encourage family members to work with children to read and follow simple recipes, play language games, keep diaries or journals for the family, and visit the library. Get feedback from families or students about the activities.

◀ **Point/Counterpoint** sections are included in most chapters, and present two contrasting perspectives on an important question or controversy related to research or practice in education.

◀ **Stories of learning/Tributes to teaching** give examples of how teachers have made a difference in the lives of students.

#### CONNECT AND EXTEND TO PRACTICE

In a classroom discussion about stealing, the teacher finds that many students express the opinion that it is all right to steal if you don't get caught. How should a teacher respond? Would the ethnicity, culture, gender, or socioeconomic status of the student influence the teacher's response?

◀ **Connect and extend** features, located in the margin, link content to key topics addressed in the text as well as *To Practice, To Teaching, To the Research* and *To Other Chapters* in the book. These features are particularly valuable for investigating and extending ideas and concepts in more detail through undertaking exercises, referring to particular articles, books or other sections of this book, and helping you test and revise your understanding.

**Reaching every student** ► provides ideas for assessing, teaching, and motivating students. Some of these stories describe teaching strategies to reach students with learning problems; others present creative ways to teach complex concepts.

### SUMMARY

The work of Erikson (pp. 110–115) (LO 4.1)

**Why is Erikson's theory considered to be a psychosocial perspective?** Erikson was interested in the ways that individuals developed psychologically to become active and contributing members of society. He believed that all humans have the same basic needs and that each society must accommodate those needs. Erikson's emphasis on the relationship between society and the individual represents a psychosocial theory of development—a theory that connects personal development (*psycho*) to the social environment (*social*).

**What are Erikson's stages of psychosocial development?** Erikson believed that people go through eight life stages between infancy and old age, each of which involves a central crisis. Adequate resolution of each crisis leads to greater personal and social competence and a stronger foundation for solving future crises. In the first two stages, an infant must develop a sense of trust over mistrust and a sense of autonomy over shame and doubt. In early childhood, the focus of the third stage is on developing initiative and avoiding feelings of guilt. In the child's primary-school years, the fourth stage involves achieving a sense of industry and avoiding feelings of

### KEY TERMS

anorexia	151	ethnic pride	120	non-productive coping	155
autonomy	111	exploration	113	overt aggression	137
basic emotions	122	generativity	114	peer culture	127
bulimia	151	hostile aggression	137	personality	110
bullying	139	identity achievement	113	perspective taking	121
cliques	128	identity diffusion	114	proactive aggression	137
collective self-esteem	119	identity foreclosure	114	productive coping	155
commitment	113	identity	112	psychosocial	111
community service	135	indirect bullying	140	reactive aggression	137
coping	155	industry	112	reference to others	155
coping strategies	155	initiative	111	relational aggression	137
crowds	128	instrumental aggression	137	resilience	155
cyber aggression	137	integrity	114	secondary emotions	122
cyberbullying	143	internalise	135	self-concept	116
developmental crisis	111	intimacy	114	self-esteem	117

**Useful websites** ► are provided for those interested in following up particular issues raised in the chapter.

**Related topics** ► provides a quick reference for links to other chapters.

**Teachers' casebook/What would they do?** ► presents responses from experienced teachers to the *Teachers' casebook/What would you do?* scenario at the start of the chapter. Their ideas show educational psychology at work in a range of everyday situations. You can compare these solutions to the ones you come up with.

### REACHING EVERY STUDENT

#### The Values Education Good Practice Schools Project

In the second stage of the Australian Government's Values Education program <[www.curriculum.edu.au/values](http://www.curriculum.edu.au/values)>, 25 school clusters were funded to engage in locally developed projects to explore and implement values education, with the assistance of university mentors. For example, the Melbourne Multicultural and Interfaith Cluster included two Catholic secondary schools, a government school, a Jewish independent school, and an Islamic independent school. During the 18-month collaboration, which included six interschool gatherings, Year 10 students from different faiths and cultural backgrounds engaged in Socratic Circle discussion, and used art, music, drama, and poetry to explore issues related to national identity, community engagement, and social cohesion. The project culminated in a 'Day of Understanding' in February 2008, in which 800 students and staff from across Victoria participated to celebrate cultural diversity and community engagement.

Gemma, 16, was a member of the student executive for the project:

Nearly a year and a half ago I was a very different person with a much narrower view of the world. Although I lived in multicultural Melbourne, unbeknown to me, I lived a very sheltered life ... This program has helped me to break down stereotypes I didn't know existed, opened my eyes when I thought they were already open and build friendships I never realised were possible. (© State of Victoria. This information originally appeared on Youth Central <[www.youthcentral.vic.gov.au](http://www.youthcentral.vic.gov.au)>.)

The outcomes of each of the three stages in the government's Values Education program, and further resources to support effective values education practice, have been compiled and disseminated to the wider education community (Department of Education, Employment and Workplace Relations, 2010).

◀ **Summary** presents the main ideas, organised according to topics and addressing key concepts for each of the chapter's Check yourself questions. It is an excellent resource for guiding your study, and also for revision and checking what you understand and what requires revisiting.

◀ **Key terms** addressed in the chapter are listed, along with their page numbers.

### USEFUL WEBSITES

#### Mental health

Australian Government: National Suicide Prevention Strategy (NSPS)

<http://suicidepreventionaustralia.gov.au>

beyondblue: The National Depression Initiative  
[www.beyondblue.org.au](http://www.beyondblue.org.au)

Living Is For Everyone (LIFE): National Suicide Prevention Strategy project managed by Crisis Support Services on behalf of the Department of Health and Ageing  
[www.livingisforeverone.com.au/Home.html](http://www.livingisforeverone.com.au/Home.html)

Eating Disorders Victoria: An eating disorders resource for schools

[www.eatingdisorders.org.au](http://www.eatingdisorders.org.au)

MindMatters: National Mental Health Initiative for Secondary Schools

[www.mindmatters.edu.au](http://www.mindmatters.edu.au)

Response Ability: Mental health resources for tertiary education

[www.responseability.org](http://www.responseability.org)

### RELATED TOPICS

- Teaching every student (Chapter 2)
- Classroom management techniques (Chapters 6, 11)
- Promoting cooperation among students (Chapters 9, 11)
- Student motivation to learn (Chapter 10)

### TEACHERS' CASEBOOK: WHAT WOULD THEY DO?

Here is how some practising teachers responded to the situation presented at the beginning of this chapter about cliques in middle school, and the difficulties some students face with 'fitting in'.

#### Jacalyn D. Walker YEAR 8 SCIENCE TEACHER

Never work in a vacuum. This is especially important in upper primary or early secondary school. Work with your school counsellor, other year level teachers, and parents. If you are doing this, you will have several options for dealing with this problem. You cannot fake caring about 12-, 13-, and 14-year-olds. They can spot a fake. You must be working with this age group because you truly like them as people. You appreciate their humour and their abilities. With a caring, trusting, and respectful relationship, students will be open to your help and guidance. Parents are often not involved in the classroom at these grade levels, but there are great programs available to get parents involved.

or seating to move the girls away from each other or to foster other friendships for Stephanie. We could also make arrangements for an older, respected student to talk to Stephanie. Since almost everyone has stories about unfaithful friends, Stephanie might benefit from talking with an older student about that person's experiences and how they made new friends. Finally, I would try to arrange a brief and supervised meeting between Stephanie and Alison. Allowing an encounter to happen in a controlled environment would provide Stephanie an outlet to voice her hurt, without her having to resort to inappropriate actions. Whether this happens before she comes back to school, on her first day back to school, or a few days after her return would depend on the volatility of the situation.

During all of this, I would want to make sure that someone was also working with Alison, to prevent the

# EDUCATOR RESOURCES

A suite of resources is provided to assist with delivery of the content, as well as to support learning and teaching.

**Instructor's Resource Manual** is a highly valued teaching resource that includes many practical ideas and activities developed by the authors to help prospective teachers, and others working with children and adolescents, apply theory and research to practice. For each chapter, the Manual provides a teaching outline, learning objectives, learning activities and handouts (including activities for field experiences), discussion questions, and video/internet resources.

**Instructor's Test Bank** contains hundreds of challenging questions in multiple-choice, fill-in-the-blank, true/false, short-answer, and case study formats, along with a detailed answer key. Questions are linked to *Australian Professional Standards for Teachers*. The Test Bank is available in Microsoft Word, and also in Blackboard, Canvas and Moodle compatible formats.

**Digital Image PowerPoint Slides** include all the diagrams and tables from the course content for lecturer use.

## ABOUT THE AUTHORS



### Kay Margetts

Associate Professor Kay Margetts is an Honorary Principal Fellow in the Melbourne Graduate School of Education at the University of Melbourne. An educator with more than 40 years' experience, Kay was an early years teacher for many years before entering academia. She has coordinated and taught in Bachelor and Master of Early Childhood, Primary, and International Baccalaureate teacher education courses, specialising in human development, curriculum and pedagogy, and professional practice. She has written and produced children's television programs, and is the recipient of a number of awards for excellence in tertiary teaching. Kay has published widely and her research interests have a particular focus on children's transition, social, behavioural and academic adjustment, and progress in primary school, teachers' views about learning, and early years curricula. She continues to undertake research, supervise higher-degree research students, and consult locally and internationally.



### Anita Woolfolk Hoy

Anita Woolfolk Hoy is a Texas Longhorn—all her degrees are from the University of Texas, Austin, the last one a PhD. After graduating, she was a psychologist working with children in elementary and secondary schools in 15 counties of central Texas. She began her career in higher education as a professor of educational psychology at Rutgers University, and then moved to The Ohio State University in 1994 where she has been Professor Emerita since 2013. Anita's research focuses on motivation and cognition, specifically, students' and teachers' sense of efficacy and teachers' beliefs about education. For many years she was the editor of *Theory Into Practice*, a journal that brings the best ideas from research to practising educators. With students and colleagues, she has published over 150 books, book chapters, and research articles. Anita has served as Vice-President for Division K (Teaching & Teacher Education) of the American Educational Research Association, and as President of Division 15 (Educational Psychology) of the American Psychological Association. Before completing the 14th (US) edition of *Educational Psychology*, she collaborated with Nancy Perry, University of British Columbia, to write the second edition of *Child Development* (Pearson, 2015), a book for all those who work with and love children.

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Thank you to my family and friends for their support during the long days and nights that I worked on this book, and also to students and colleagues over the years who have in many ways ‘trialled’ the content.

Finally, I would like to challenge you to reflect thoughtfully on your interactions with students, and with colleagues, families, and community members, and to consider the ways in which these interactions can support and foster deep and meaningful engagement and learning for each person.

I hope this book becomes a well-travelled companion with you on your professional journey.

*Kay Margetts*

# AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS

This book is designed to assist readers as they work towards achieving the Australian Professional Standards for Teachers (Graduate Teacher Level) developed by the Australian Institute for Teaching and School Leadership (AITSL) (2011a).

The following standards mapping grid links the Standards with the content of particular chapters and with particular learning outcomes (LOs) within chapters.

AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS: GRADUATE LEVEL	CHAPTERS	LEARNING OUTCOMES
<b>Standard 1: Know students and how they learn</b>		
<b>1.1</b> Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.	2	All
	3	All
	4	All
	5	All
	7	7.1, 7.4, 7.6
<b>1.2</b> Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.	1	1.3, 1.4, 1.5
	2	2.1, 2.3, 2.4
	5	5.2, 5.3, 5.4, 5.5, 5.6
	6	All
	7	All
	8	All
	9	All
	10	All
	11	11.1
	12	12.7
14	14.4	
<b>1.3</b> Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.	1	1.1, 1.2
	2	All
	3	3.8
	4	4.2
	8	8.4
<b>1.4</b> Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds.	2	2.5
	5	5.5
<b>1.5</b> Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.	5	All
	12	12.6
<b>1.6</b> Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability.	5	All
<b>Standard 2: Know the content and how to teach it</b>		
<b>2.1</b> Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.	8	8.1, 8.2
	9	9.2
	12	12.2, 12.4
<b>2.2</b> Organise content into an effective learning and teaching sequence.	8	8.4
	9	9.4
<b>2.3</b> Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.	10	10.4
	14	14.1, 14.4
<b>2.4</b> Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.	2	2.5
	5	5.5

AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS: GRADUATE LEVEL	CHAPTERS	LEARNING OUTCOMES
2.5 Know and understand literacy and numeracy teaching strategies and their application in teaching areas.	2	2.7
	3	3.8
	8	8.3
2.6 Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.	12	12.3, 12.6
<b>Standard 3: Plan for and implement effective teaching and learning</b>		
3.1 Set learning goals that provide achievable challenges for students of varying abilities and characteristics.	5	5.7, 5.8
	6	6.5
	12	12.2, 12.3
3.2 Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.	8	8.4
	9	9.3
3.3 Include a range of teaching strategies.	6	All
	7	7.2, 7.5
	8	All
	9	9.4, 9.5
	10	10.10
12	All	
3.4 Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.	12	12.3
3.5 Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.	1	1.2
	9	9.4
	11	11.6
	12	12.3
3.6 Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.	12	12.3
3.7 Describe a broad range of strategies for involving parents/carers in the educative process.	2	2.5
	3	3.8
	5	5.6
	6	6.5
	7	7.7
	8	8.4
	9	9.5
	10	10.10
	11	11.6
	12	12.3
	13	13.3
<b>Standard 4: Create and maintain supportive and safe learning environments</b>		
4.1 Identify strategies to support inclusive student participation and engagement in classroom activities.	1	1.1, 1.2
	2	2.5, 2.6, 2.8, 2.9
	4	4.7
	5	5.4, 5.5, 5.6, 5.7, 5.8
	6	6.3, 6.4, 6.5, 6.6
	10	10.3, 10.6
	12	12.4, 12.6
4.2 Demonstrate the capacity to organise classroom activities and provide clear directions.	11	11.1, 11.2, 11.3
4.3 Demonstrate knowledge of practical approaches to manage challenging behaviour.	4	4.6, 4.7
	6	6.4, 6.5, 6.6
	11	All
4.4 Describe strategies that support students' wellbeing and safety working within school and/or system, curriculum and legislative requirements.	4	4.6, 4.7, 4.8
	5	5.6
	6	6.4
	10	10.5
11	All	

(Continued)

AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS: GRADUATE LEVEL	CHAPTERS	LEARNING OUTCOMES
<b>4.5</b> Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching.	4	4.6
<b>Standard 5: Assess, provide feedback and report on student learning</b>		
<b>5.1</b> Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.	12 13 14	12.2, 12.6 All 14.1, 14.2, 14.3, 14.4, 14.5
<b>5.2</b> Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.	6 7 10 14	6.4, 6.5 7.5 10.4 14.3, 14.4, 14.5
<b>5.3</b> Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.	13 14	13.1, 13.2 14.3, 14.6
<b>5.4</b> Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.	13	13.1, 13.2, 13.3
<b>5.5</b> Demonstrate understanding of a range of strategies for reporting to students and parents/carers and the purpose of keeping accurate and reliable records of student achievement.	13 14	13.3 14.3, 14.4, 14.5, 14.6
<b>Standard 6: Engage in professional learning</b>		
<b>6.1</b> Demonstrate an understanding of the role of the Australian Professional Standards for Teachers in identifying professional learning needs.	1 13	1.4, 1.5 13.5
<b>6.2</b> Understand the relevant and appropriate sources of professional learning for teachers.	1	1.1, 1.2, 1.3, 1.4, 1.5
<b>6.3</b> Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.	1	1.3
<b>6.4</b> Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning.	1 13	1.2, 1.3 13.5
<b>Standard 7: Engage professionally with colleagues, parents/carers and the community</b>		
<b>7.1</b> Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.	4 5	4.7 5.6
<b>7.2</b> Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.	13 14	13.5 14.5
<b>7.3</b> Understand strategies for working effectively, sensitively and confidentially with parents/carers.	14	14.6
<b>7.4</b> Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.	1 5	1.5 5.7