

INTRODUCTION TO TEACHING AND CURRICULUM FRAMEWORK NOTES

WEEK 1: WHY TEACH?

Chapter 1: What is teaching all about?

'Effective' Teacher:

- (Wolk 2008) advocates 'joyful' learning to keep kid's spirit to learn (fun, creative)
- (Brighthouse 1995) must be both an optimist and a realist
- (Chai 2005) not just 'delivering knowledge', but also about communicating (finding out student's interests, opinions, hopes, fears)
- (hughes 2004) teacher needs to have humanity and warmth – to know and care at all times what students are doing
- (Hattie 2003) study found list of attributes of effective teachers
- (Crelo 2009) study concluded that effective teachers...
- (Steele 2011) concept of 'inspired teaching'
- overall, to care (for their wellbeing, intellectual growth and development), organisational skills
- different ideas on what constitutes an effective teacher, which ones right for me?

(Moyle 2007) personal attributes teachers require:

- empathy with students
- respect for individuals
- positive outlook and attitude
- approachability
- sense of humour

Professional attributes:

- good organisational skills
- professional relationships with staff, parents and students
- appreciating others skills

(Cruikshank, Jenkins and Metcalf 2012) 3 factors that influence how we teach:

Personal Characteristics:

- our personal beliefs and attitudes

Educational Experiences and Pedagogical Knowledge:

- content knowledge: (the *what* of teaching) the subject content, how deeply and how broad to cover content
- pedagogical knowledge: (the *how* of teaching) acquired in pre-service courses, development of this continues – teachers never stop learning how to teach
- pedagogical content knowledge: (*how* to teach the *what*) knowing which strategies are appropriate for which content
- develop these 3 through reflection

School Contexts:

- number of factors that will affect the range and type of teaching that can be achieved (eg class and classroom size, cultural diversity of students, availability of resources and materials, time, mandated subjects, etc.)
- diversity: the micro level of teaching eg abilities of students, their interests. Macro level of teaching eg language spoken at home, intellectual and physical capabilities, racial, cultural diversity

Lecture:

The Melbourne Declaration: The Educational Goals:

- Goal 1: Australian schooling promotes equity and excellence (every student should have opportunity to achieve)
- Goal 2: All young Australians become: successful learners, confident and creative individuals and active and informed citizens (not just accessing info, learning is when the student can find, process and make of info = cut through the crap)

Tutorial: introductions

WEEK 2: WHAT MAKES AN EFFECTIVE TEACHER?**Chapter 1: What is teaching all about?****Lecture:**

Review:

- Teaching as a service
- Teaching as an act of hope facilitating aspiration
- Teaching is about relationships

Qualities of an Effective Teacher:

- Personal Qualities: aspects of personal qualities that you can work on (organisation) and some that you can't (quirky qualities)
- Classroom Management: how you manage your classroom; eg how you greet them, physical layout of room (sends message to students about what type of teacher you are)
- Teaching Strategies: different ways you choose to get students to engage in content

Qualities of an Effective Teacher (Barry & King, pg16):

- Enthuse the students
- Treat them as individuals
- Know the subject
- Be loving, warm
- Teach to learn
- Empathise with students
- Relate to others
- Be firm, fair and flexible
- Be organised, prepared
- Prepare students for life (relevance)
- Manage the classroom
- Foster high self esteem
- Have a sense of humour
- Be a complete person
- Take risks

Effective Teaching Strategies (Killen 2007):

- Well organised, optimistic, ethical → resourceful and inventive → willing to share and collaborate → patient and persistent → effective communicators → committed → compassionate → curious → confident → enthusiastic → knowledgeable → ethical

What Makes a Good Lesson:

- Clear objectives: setting students up for lesson, giving them a purpose, did they achieve it by end of lesson?
- Careful planning building on earlier learning: like Pretty Little Liars: have got to know what happened last week to be able to understand this week
- Variety of activities
- Good pace
- Engaging materials
- Questioning that promotes understanding
- Set high expectations and clear limits
- Directed learning
- Enthusiastic about subject
- = all of these rely on having relationship between students and teacher

Tutorial:

Assignment help (layout, what to include, etc.)

Summary of Barry and King Readings (1-4)

Reading 1: Developing Relationship Skills:

- Personal qualities: be natural, warm, pleasant, approachable, tolerable
- Actions for establishing personal relationships: learn names, share yourself, know students individually, maintain dual roles (teacher and friend)
- Make students feel good about themselves

Reading 2: Categories of Learning

- 3 main: cognitive (problem solving, learning), psychomotor (development of bodily functions, motor skills), effective learning (personal beliefs and social issues)

Reading 3: Foundations for Quality Teaching and Learning

- important to help students understand, not just deliver content
- utilising prior knowledge, apply knowledge to solve problems, retain knowledge

Reading 4: diagram

How to Relate to Students:

Positive and Effective;

- greeting students, finding common interests, knowing names, showing empathy, going beyond the bounds of classroom, rewarding good behaviour

Negative and Ineffective;

- intimidating students, nagging, excessive yelling, belittling students, not being fair and consistent, being sarcastic

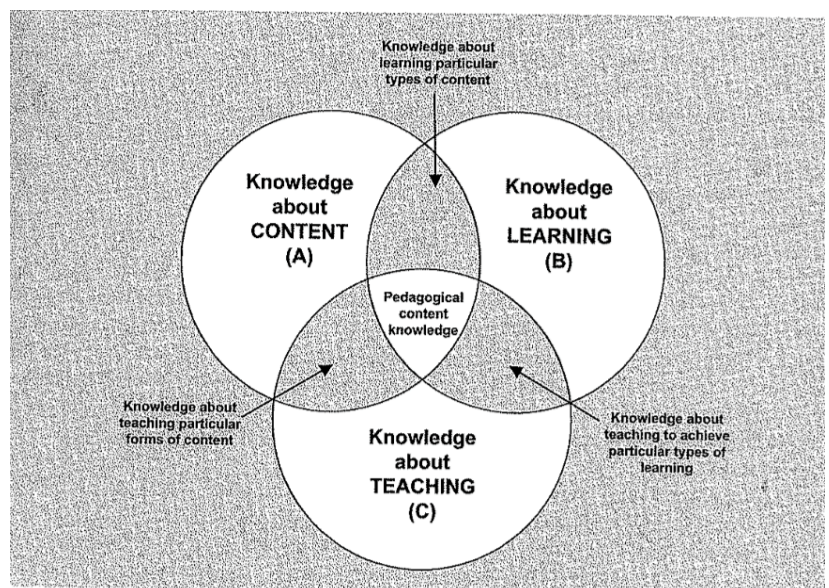


Figure 1.4: A model of teacher knowledge.