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Week 1a – Teaching, Pedagogy and Quality Teacher Education

Cognitive Process:
When we learn new knowledge, we do 1 of 2 things;
1. Assimilate; tie the new knowledge in with existing knowledge
   or
2. Replace; replace existing knowledge with new knowledge

Misconceptions of Teaching:
-There is a surplus of teachers in NSW (there is not a surplus of teachers)
-Involves teacher talking more than it involves student management
-Innovation and change are risky for schools
-Teaching is easy

Teaching is problematic:
-Not in the sense that it has problems, problematic in the sense that it is always changing, teachers are constantly problem-solving
-Students are variable, there are many different students in each class
-Same students may behave differently some days
-Teachers constantly read students and respond accordingly

Pedagogy
- More than just teaching
- Caring for students as social, emotional and intellectual beings (also referred to as an holistic approach to teaching)
- Pedagogies are approaches to teaching that are based on principles and informed by theories of learning

What the experts say about pedagogy
- Loughran, J. (2013)
  - Pedagogy is the relationship between teacher and student
  - Teaching as an interaction between teachers and students
    - Teachers constantly make decisions in response to their students
- Dewey, J. (ctd in Loughran, 2013)
  - Pedagogy is a relationship between knowledge and practice
    - Knowledge of subject content and professional knowledge of teaching approaches and theories

What makes quality teacher education?
John Loughran
- Student teachers are aware of their own learning and aware of the strategies used to teach them
- Student teachers should reflect and analyse their own experiences
- Student teachers should learn to inquire into their practice (how context impacts learning for students, student motivations, teacher planning, listening to students)
- Student teachers should recognise their own difficulties and the difficulties of their students

Rose, M. (2013)
- Knowledge of theory
    - Child development psychology
    - Knowledge of learners
        - Cultural background
        - Socioeconomic background
        - Developmental stages
        - Personalities and individual needs
- Practical application of learning
    - Classroom assessment
    - Inquiry Learning for student teachers
        - Observation and collaboration with the community
        - Reflection, deconstructing the learning process in order to learn how to reconstruct it

Hollins, E., R. (2011)
- Teacher education should be made up of *essential knowledge* and *Practice-based learning*
    - *Essential Knowledge*
        - Skills for quality teaching; subject matter/content knowledge, pedagogy, assessment
        - Knowledge of learners
            - Learners as individuals; their developmental stage, what they know, what they are capable of
            - Learners as part of a group; social, cultural and economic background
            - As individuals again; their personalities as observed through conversation
        - Knowledge of learning (theoretical perspectives on how we learn)
        - Knowledge of subject matter (concepts, reasoning, language specific to each subject)
        - Knowledge of pedagogy
        - Knowledge of Accountability; how to assess students and adjust teaching approach where necessary
        - Ability to participate in professional community
    - *Practice-Based Teacher Education*
        - Focussed Inquiry on specific aspects of learning (strategies)
        - Directed observations in classrooms
        - Develop practical tools for improvisation when in front of the class

McLean, D. et al. (2013)
- University of Melbourne Masters of Teaching follows a medical-school model of learning
- Focusses on relationship between theory and practice
- Student teachers receive rigorous training before entering schools
- Practice teaching in teams, observe each other, observe students, develop skills of clinical judgement
- Skills to diagnose students based on observations and evidence (performance/marks) and make necessary adjustments to practice

Sources;

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Week 1b – Inquiry Learning

- Inquiry learning is an approach to teaching that is based on the constructivist theory of learning

- **Constructivist theory**
  - A theory on how people learn
  - Suggests that knowledge is constructed by learners
  - Even when students are listening to a teacher explain new knowledge, they are not passively receiving information; their minds are working to interpret that knowledge and add it to the appropriate place in their memory

- **Inquiry learning**
  - A teaching practice based on the constructivist theory of learning
  - Questions or problems are posed to students and they learn by working through those questions or problems
  - The teacher facilitates the inquiry process (teacher as "guide on the side")
  - Usually involves research, brainstorming or hands-on activities

- **Transmissive teaching**
  - A more traditional form of teaching
  - Based on the theory that knowledge is something given from the teacher and received by the students
  - Usually involves teacher talking and/or writing on the board while students take notes ("chalk and talk" or "sage on the stage")

Week 2a – Child Protection

- It is important to build relationships with students
- Take note and follow up on changes in students' behaviour
- If reporting hazards to students' well-being, always follow up on the report, find out where it went and what was being done

- Don't take students' challenging behaviours personally
- Students usually misbehave because of problems outside the classroom
- Come up with innovative/creative solutions to misbehaviour

- If student reports something about another student (abuse, etc) teacher must report it
- Affirm student's decision to report to teacher; "you were right to come to me"
- Remain caring yet objective

Mandatory Reporting Guide - http://www.keepthemsafe.nsw.gov.au/
- NSW Government website
- Offers advice as well as providing Mandatory Reporting Guide
- Advises mandatory reporters (teachers, counsellors, etc) on whether or not to report to child protection services
- Mandatory Reporting Guide Tree
    - Questionnaire to use as a guide
    - Asks for details/suggests details to look for (bruising, misbehaviour, etc)
    - Can help guide teachers' critical thinking if teacher suspects something amiss with students

Reporting
- Report to child wellbeing unit in the school
- Report to principal
- If principal or wellbeing unit not taking action, must take report to higher authority

Duty of Care
- Teachers are responsible for students' safety while at school

Teacher Code of Conduct
- Updated each year
- Conduct expected of educational professionals in schools
- Also includes afterschool behaviours of teachers
- Ignorance of the code inexcusable if the code is broken
- According to the code;
    - Teachers must follow instruction of principals (can make complaint on principle to higher authority)
    - Teachers must report inappropriate actions of other teachers to EPAC

Read the full guide online;

NSW Department of Education and Communities. (2011). *Child Protection Awareness Training: Section 1: Legislation, agencies and policies E-learning readings.* Professional Learning and Leadership Development Directorate.

NSW Department of Education and Communities. (2011). *Child Protection Awareness Training: A Guide for Teaching and Protecting Children and Young People (School Version).* Professional Learning and Leadership Development Directorate.

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Week 2b – Classroom Observation – Collecting Evidence versus Making Judgements

- Learn to observe without judgement
- Evidence of what is seen based in description
- Analyse later

- Do not look for good or bad teaching, assumptions alter what one sees

- Note down exactly what students and teachers do and say
- What the task is that students are assigned

- Do not write down what was not seen (i.e. teacher did not notice student misbehaving or teacher did not write on the board)
- What was not seen is always based on judgement/assumption
- Example; if a student is playing with a ball and a teacher continues teaching other students, there is no way to know from observation alone if the teacher did not notice the student with the ball or if the teacher chose to ignore it because that student often seeks attention

- Note context when observing; subject, age, number of students

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Cramp, S. (2006). Learning through observation, In J. Battersby and J, Gordon. (Ed.s). *Preparing to Teach: Learning from experience*. Routledge: OXON.

Week 3 – Who Are the Students?

- Students come from various backgrounds and bring various abilities
- Many different factors affect the students in a classroom

Development
- Piaget came up with theories of children's cognitive development in various stages
- Children desire to communicate and learn from early age
- Stages;
  - 0-2; coordination of senses with motor response, language used for demands, learns that objects still exist even when not scene
  - 2-7; symbolic thinking, use of grammar and syntax, can express concepts, strong imagination but abstract thought difficult
  - 7-11; ability to link concepts to concrete situations, time, space and quantity understood and applied, but not as independent concepts
  - 11+; Theoretical, hypothetical and counterfactual thinking, abstract logic and reasoning, strategy and planning become possible, apply concepts learnt in one context to another
- Factors that can affect stages
  - Early childhood (reading at home, stimulating environment, level of advantage at home)

Disadvantaged Schools
- Students may think; why care about pollution and capitals when there is no food or domestic violence at home?
- Teachers must learn how students live to know how they learn
- Hunger affects learning
- Problems at home can distract from learning

Context in Community
- School reputation can affect student attitudes
- When there is a selective school in a neighbourhood, the regular school can develop an image as the "school for dumb kids"
- Teachers must work against such notions, keep morale high at school, have school that the surrounding community cares about

Respect for students
- Get to know students, what they like
- Speak to their parents
- Ask students how their weekend was, what they did, how was the soccer game they watched or played in
- Have high expectations for students, especially students from disadvantaged backgrounds

Possible Discrepancy Between Expected Stage of Development and Actual Stage of Development
- Early 20th century; schools had mixed-age classes
- Emergence of cities led to greater numbers of children in school, schools needed to organise
- Organised students in schools by age, not by ability
- This influenced thinking and led to child development theories based on stages

Student Personality versus School Expectation
- Schools are places that try to socialise children (teach them appropriate behaviours, instill values as established by culture)
- Schools standardise behaviour, label different behaviour as "deviant"
- Schools hold children to adult standards; expect students to behave rationally like adults, expect students to control and regulate their emotions like adults, but they are not yet adults

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Ewing, R., Scanlon, L. (2015) Perspectives on Children and Young People [panel discussion]

Psychology Notes HQ. (2015) Piaget's Theory.
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Week 4 – The Australian School System

- Government Schools (public)
- Non-Government Schools (private, religious or alternative)
  - No for-profit schools, even in private sector
  - Some private schools have surplus of funding, so they invest it back into the school to retain their not-for-profit standard
- Each type of school is diverse within its own sector
- All have the same curriculum because it is centrally controlled by government

- Some concentration of poverty, children with disabilities in public schools
- Concentration of wealthy children in independent schools
- Some impoverished students at religious private schools (fee waivers, scholarships) but there is no system for it, it does not happen often

- Many non-government schools have government funding
  - 1880's; divide between Catholic and Protestant in Australia (came over from Ireland/England), Catholic Bishops initially refused funding from government, Protestant schools mostly became public schools, so funding was later accepted by Cathlic non-government schools
  - Today; Australia has higher than average enrolment in private school for OECD nations

- Selective Schools
  - Schools for gifted students
  - Public/government
  - Students pass test to gain entry

- Trends;
  - 1900-1930s; number of public schools were increasing, private schools decreasing
  - 1980s; belief shift in school choice; students previously went to neighbourhood school, from 1980s, became about school parents choose

- Changing Schools
  - Currently; society experiencing rapid credential inflation, more qualifications needed for the same jobs, high used to prepare students for workforce and life, but now, high school prepares students for university and university prepares them for workforce and life
  - NAPLAN and MySchools Website – compares and publishes schools test scores
  - Unequal access to early childhood education affects high school completion
  - Funding gaps
    - Public schools have low funding compared to other OECD nations
  - Focus on teacher quality at all schools seen as an equaliser

- ACARA – Australian Curriculum Assessment Authority (regulates, tests, reports on schools, came up with Melbourne Declaration)
- AITSL – Australian Institute for Teaching and School Leadership (came up with professional standards for teachers)

Further Reading

Australian Professional Standards for Teachers (AITSL)
http://www.aitsl.edu.au/australian-professional-standards-for-teachers/standards/list

The Melbourne Declaration on the Educational Goals for Young Australians (ACARA)
http://www.curriculum.edu.au/verve/_resources/National_Declaration_on_the_Educational_Goals_for_Young_Australians.pdf

References;

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Gonski, D. (Chair) (2011). *Review of Funding for Schooling: Final Report.* Australian Government: Canberra. Section 1.1 Australia's schooling system, pp 3-17. http://docs.education.gov.au/documents/review-funding-schooling-final-report-december-2011

Campbell, C. & Proctor, H. (2014). *A History of Australian Schooling*. Allen & Unwin: Australia. Chapter 8: The present and future school, pp248-270.

Week 5 – Schools As Communities

- Schools should show concern for the "whole person of the student" (Biesta, 2002)
- Greater government control and more measurement of school output (i.e. test scores) in last 20 years
- Need to reframe distinctions between schooling and education, between instruction and pedagogy
- Creation of a sense of community in school aids learning

Case Study - Netherlands
- Excessive crime and strong sense of individualism created a need to teach citizens clear norms and values, so they made it a part of education
- Teachers at the time were dissatisfied
    - Emphasis on standardised test scores
    - Link between curriculum and economy (teach what is useful for work and economic trade)
- Made distinction between pedagogical task and instructional task of schools
    - Pedagogical task of schools
        - teach values, norms
        - teach behaviour
        - teach students how to learn
    - Instructional task of schools
        - Teach knowledge and skills
- By teaching values and culture in addition to knowledge and skills, shools are caring for the whole person of the student (emotional, social and intellectual)

Benefits of School as Community
- Schools with strong sense of community have better outcomes and fewer absences
- Students who have greater sense of belonging to their school also have more motivation to learn, higher grades and lower rates of drug use

Creating School Community – Classrooms as Communities
- Build community in classrooms
- Participation and collaboration of all students in classroom
- Give students some agency, choice in what will happen in the classroom
- Develop students' reasons to behave, discipline as concern and teaching reasons for compliance

Community of Learners
- A community of active learners reinforces classroom community
    - Inquiry learning; let students be responsible for their own learning and each others'
    - Peer-supported learning
    - Have students talk about their learning (metacognition) it leads to better retention of knowledge

- Growth of knowledge is a collaborative process
- Collaborative community has better outcomes

References;

Biesta, G.J.J. & Miedemac, S. (2002). Instruction or pedagogy? The need for a transformative conception of education, *Teaching and Teacher Education* pp. 173–181.

Watkins, C. (2005). *Classrooms as Learning Communities. What's in it for Schools? (pp42-59).*OXON: Routledge.

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Week 6 – Students and Schools (Revisited)

- When students feel more connected with their school, they achieve better outcomes
- Schools must make sure they do not stifle student personalities with behaviour expectations

What Students Want at School (According to Research)
- Good physical environment
    - More space to study, more space around the desk
- Teachers who listen to students
    - Students who have good relationships with their teachers are more likely to succeed in school
    - Students want to have a say in teaching decisions
    - Want to form their own opinions
- Fun
- Relevant lesson content
    - Relevant to students' lives, deals with injustice, provides opportunity for community involvement and real change
    - More relevant content means that students like learning it more
    - When students enjoy learning, they have greater success

Hegemonic Good Student
- Common assumption of a "good student" limits creativity and stifles students' ability to experiment with their sense of self
- Schools value certain qualities and discard others
- Problems when schools try to produce good students
    - Students are expected to behave a certain way in school, this means they are informally expected to abandon certain aspects of their personalities to fit in with the school's expectations
    - There really is no such thing as a "good student" because students have complex personalities and the ideal of a good student is based in values of a specific culture
    - Students can pretend to "be good" to gain an advantage
- There are different types of "good student," it can involve a quiet student who doesn't question anything or a student who works hard and asks questions. It can be a student who develops his/her own values or a student just follows the teachers' values even if he/she doesn't agree, in order to make the teachers' jobs easier
- Gender difference in behaviour expectations
    - Male "good student" is vocal and competitive in school
    - Female good student is docile, quiet and cooperative

Resources;

Zyngier, D. (2004). A Review: Putting young people at the centre of the discussion, *Analytic Teaching*, 25(2), pp 65-74.

Thompson, G. (2010). Acting, accidents and performativity: challenging the hegemonic good students in secondary schools, *British Journal of Sociology of Education*, 31(4), pp 413-430.

No Lecture (Easter)

Week 7 – Teacher/Student Relationships

- Holistic Education: A philosophy of education
  - Schools should do more than mould young people into future workers
  - Education should be about nurturing moral, emotional, physical, psychological and spiritual dimensions of developing children.
  - Education beyond lessons and tests, development of a whole person
  - Based on the theory that people find identity and meaning in life through connection to a community – school can provide that community
  - Reverence for life and love of learning
  - Teachers recognise and accommodate students' varying needs
- Founding contributors to holistic education or the ideas behind it
  - Jean Jacques Rousseau, Friederich Froebel, Johann Pestalozzi, John Dewey, Rudolf Steiner, Maria Montessori, Jiddu Krishnamurti, Basil Bernstein
  - Further reading; Holistic Education: An Analysis of its Ideas and Nature by Scott H Forbes

- Holistic Approach: Educate the child as a whole being (socially, emotionally and intellectually)
  - Teachers need to build good relationships with their students in order to take an holistic approach

- Teacher student relationships
  - When teachers know a student, they can better understand the motivations behind that student's behaviour
  - More supportive teachers have more engaged students
  - Building relationships with students is a process that takes time and can have different phases
  - Teachers must care for ALL students, even those they dislike
- Differential treatment
  - Teachers treat students differently without realising it
  - If a teacher is nice to a well-behaved, high-performing student, the student feels more supported and performs better
  - If a teacher is not as nice to a student with challenging behaviour, the student feels alienated, performs lower, maybe misbehaves more
- Case study; Newberry, M. (2010). Identified phases in the building and maintaining of positive teacher student relationships, *Teaching and Teacher Education*, 26: 1695-1703.
  - Teacher had to re-evaluate approach with a difficult student
  - Student had to re-evaluate the teacher
  - Each had to understand how the other interpreted their actions/behaviours/words
  - Made a contract about behaviours and how to deal with them together

Resources;

Newberry, M. (2010). Identified phases in the building and maintaining of positive teacher student relationships, *Teaching and Teacher Education*, 26: 1695-1703.

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Miller, R. (2000). 'A brief introduction to holistic education', *the encyclopaedia of informal education*
http://infed.org/mobi/a-brief-introduction-to-holistic-education/

<u>**Weeks 8 – 9 Behaviour Management Theories that Underpin School Behaviour Policies**</u>

- Teachers must teach behaviour
- Think of misbehaviour the same way one would think of academic error; it means that the student made a mistake and the student needs extra support

- Behaviour Management Policies
  - Most schools have a behaviour management policy that informs teachers' behaviour management practices
  - The policy outlines ideas and appropriate actions to take when students misbehave
  - Most school-wide policies are based on theories
- NSW Department of Education and Behaviour Management Policies
  - Behaviour management policies are for implementing the school rules
  - Should be implemented by teachers with respect to the students' social welfare
  - The policy is instructed by the principal (and teachers must take principal's instruction, see Teacher Code of Conduct, week 2)
  - Principal should refer to wider Department of Education policies when writing behaviour management policy
  - A school's policy should be reviewed every 2 years by the school director
  - Should be based on data about the school
  - Should define strategies and responsibilities of teachers

Behaviour Management Theories

- Choice Theory, William Glasser
  - All human behaviour is an attempt to satisfy the five universal needs; survival, love/belonging, power, freedom, fun
  - People have the ability to choose how they behave, though their behaviours are motivated by the universal needs
  - If students' needs are met, they will behave, misbehaviour is the result of a need not being met. For example, if a student's need for fun is not met, that student may act up for entertainment.
- Choice Theory in Practice
  - Largely preventative/proactive
  - Schools/classrooms should provide environments in which all students' needs are met
  - If a student misbehaves, that student should be taught different behaviours that he/she can choose next time his/her needs are not met

- The Guidance Approach, Louise Porter
  - Theory written more for primary school than for secondary, though some principles can carry over
  - Children are complex, emotional beings and adults should teach them how to regulate their emotions, as behaviour is sometimes emotional (part of the holistic approach to education)

- o Teach children to behave because their behaviour affects others in the community, so it is the right thing to do
- o Do not teach children to behave because they should or because the authority figures say so
- Guidance Approach in practice
  - o In case of misbehaviour; use guidance, not discipline/coercion
  - o Give students time away for reflection, but not time out as a disciplinary action
  - o Give acknowledgement of good behaviour (but not praise, praise is a reward and suggests the student is behaving to please the teacher)
  - o Have students participate in class meetings to communicate their needs

- Restorative Justice
  - o Originally developed in the criminal justice system and adapted for schools
  - o Aims to build relationships between students and their teachers and between students and each other
  - o Aims to restore those relationships when they are damaged by misbehaviour
- Restorative Justice in practice
  - o Misbehaviour is seen as conflict between students or between student and teacher
  - o When there is conflict, students have a meeting to reflect on what they did and why, then they meet with each other or with the whole group to apologise and restore their relationships

- Positive Behaviour Support (PBS)
  - o Built on behaviourist theory
    - ▪ Behaviourism founded by B.F. Skinner
    - ▪ Suggests that behaviours are motivated by rewards and punishments
    - ▪ People can be encouraged to show certain behaviours by rewarding them every time they display the behaviour and punished when they do the opposite
  - o Behaviour should be taught explicitly to students
  - o Staff should focus on reinforcing good behaviour with a rewards system
- PBS in practice
  - o Explicitly teach students which behaviours are expected of them (e.g. raise your hand in class, walk in the hallway instead of running)
  - o Implement a system in which students get rewards for good behaviour
  - o System should be consistent school-wide

- Assertive Discipline Theory, Lee Canter, Marlene Canter
  - o Teachers have a right to teach in an orderly environment that is conducive to learning
  - o Also based on Skinner's behaviourist theory
  - o Behaviour management should be quick and empirical. Rewards for good behaviour and punishments for bad behaviour
  - o Explicitly teach the rules and expected behaviour
  - o Students who have emotional issues or special needs can learn behaviour and rules as well as any student can

- Assertive Discipline in Practice
  - Teach students what behaviours are expected of them
  - Discipline students when they misbehave (time-out, send to principal's office, detention, etc.)
  - Rewards students for good behaviour

Resources

NSW DEC. (2006) Student Discipline in Government Schools Policy. NSW DEC. https://www.det.nsw.edu.au/policies/student_serv/discipline/stu_discip_gov/PD20060316.shtml?level

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<u>**Week 10 – Emotion, Authority and Classroom Management**</u>

- Children should be allowed to express a full range of emotions, good and bad
- Does behaviour management in schools discourage children's expression of emotion?
- It is important to consider the beliefs and values of a school and how the behaviour management approaches impact or express that

Gillies, V (2011) Problems with proactive approaches that prevent misbehaviour by teaching students to regulate emotions
- Studied social/emotional learning programs in which children had classes in school that specifically taught them about emotions and how to manage their emotions
- Critique of these classes
    - Taught children about rationalising emotions, which is a paradox because emotions are not rational
    - Classes expected children to begin regulating their emotions and their behaviours at school the way that adults are expected to do at work
        - Similar to corporate culture
        - Expects children to regulate selves the way that adults do
    - When is it appropriate for children to act like adults and when is it appropriate to act like children

Allen, K. (2010) Teachers and the Cycle of Bullying
- School bullying can involve student on student or teacher on student
- Teachers may bully students by over-assertion of their authority
- When teachers bully students, it creates a culture of bullying
- The bullying cycle
    - Students misbehave, the teacher gets angry (instead of choosing to deal with it in another way), the students feel bullied, so they begin to bully each other, this leads to misbehaviour

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