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diana whitton katrina barker mary nosworthy catherine sinclair phil nanlohy

second edition


*Learning for Teaching: Teaching for Learning* (second edition) gives a practical introduction to the essentials of teaching.

Concise, easy-to-read chapters examine the roles and responsibilities of teachers, drawing together four distinct areas of educational knowledge:

- **Contexts of education** introduces the historical context and current structure of the education system in Australia
- **Quality teachers and teaching** examines the roles of teachers, standards and professionalism to encourage beginning teachers to reflect on their own knowledge, beliefs and practices
- **Preparing for practice** discusses the act of teaching, including planning, implementation and evaluation techniques
- **Classroom organisation and management** considers ways to make classrooms operate successfully to ensure teaching and learning makes a difference for each student.

Suitable for beginning teachers in early childhood, primary and secondary teaching programs, *Learning for Teaching: Teaching for Learning* encourages readers to develop their professional 'personality', knowledge and skills to make a difference as educators.

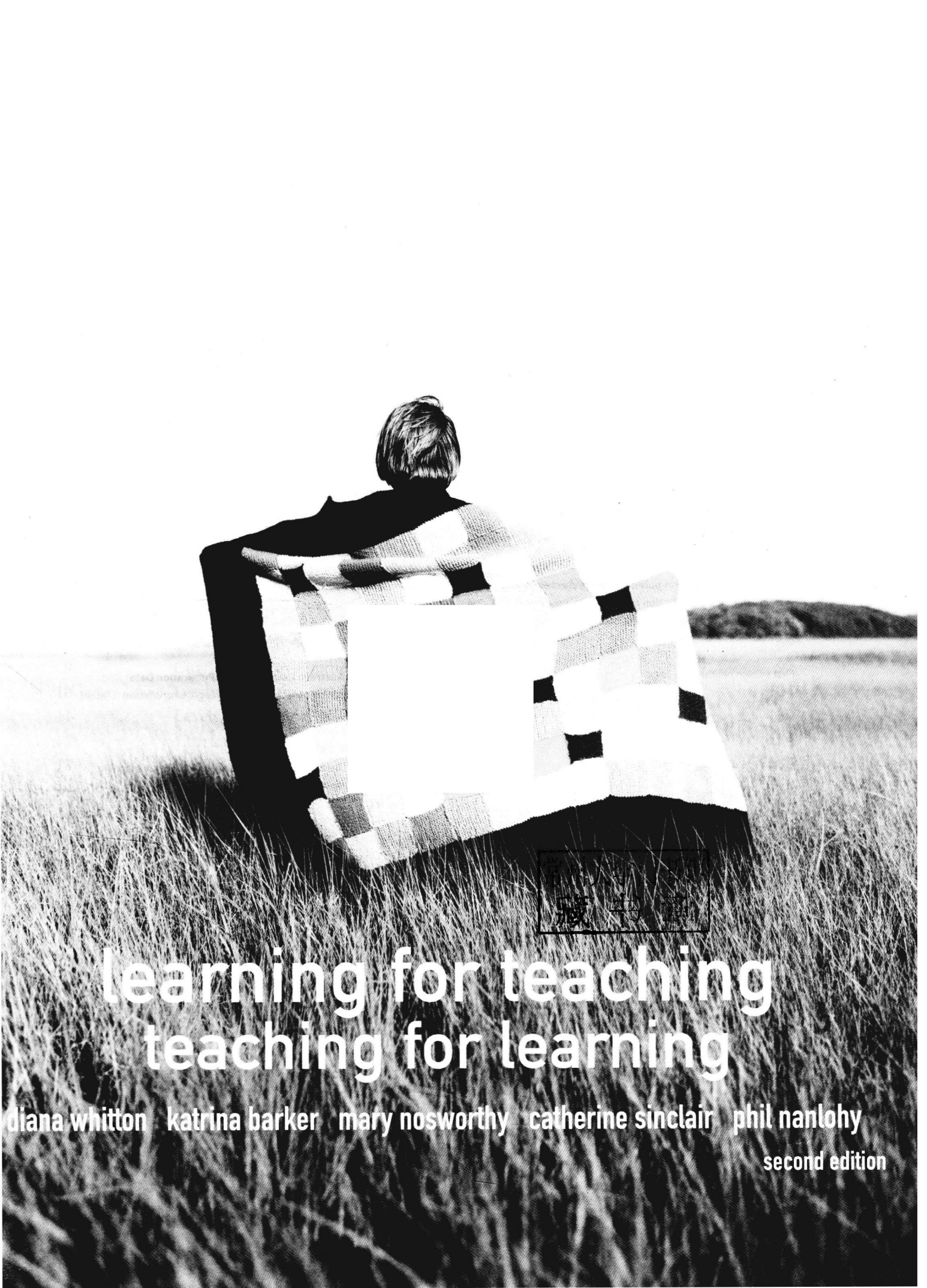
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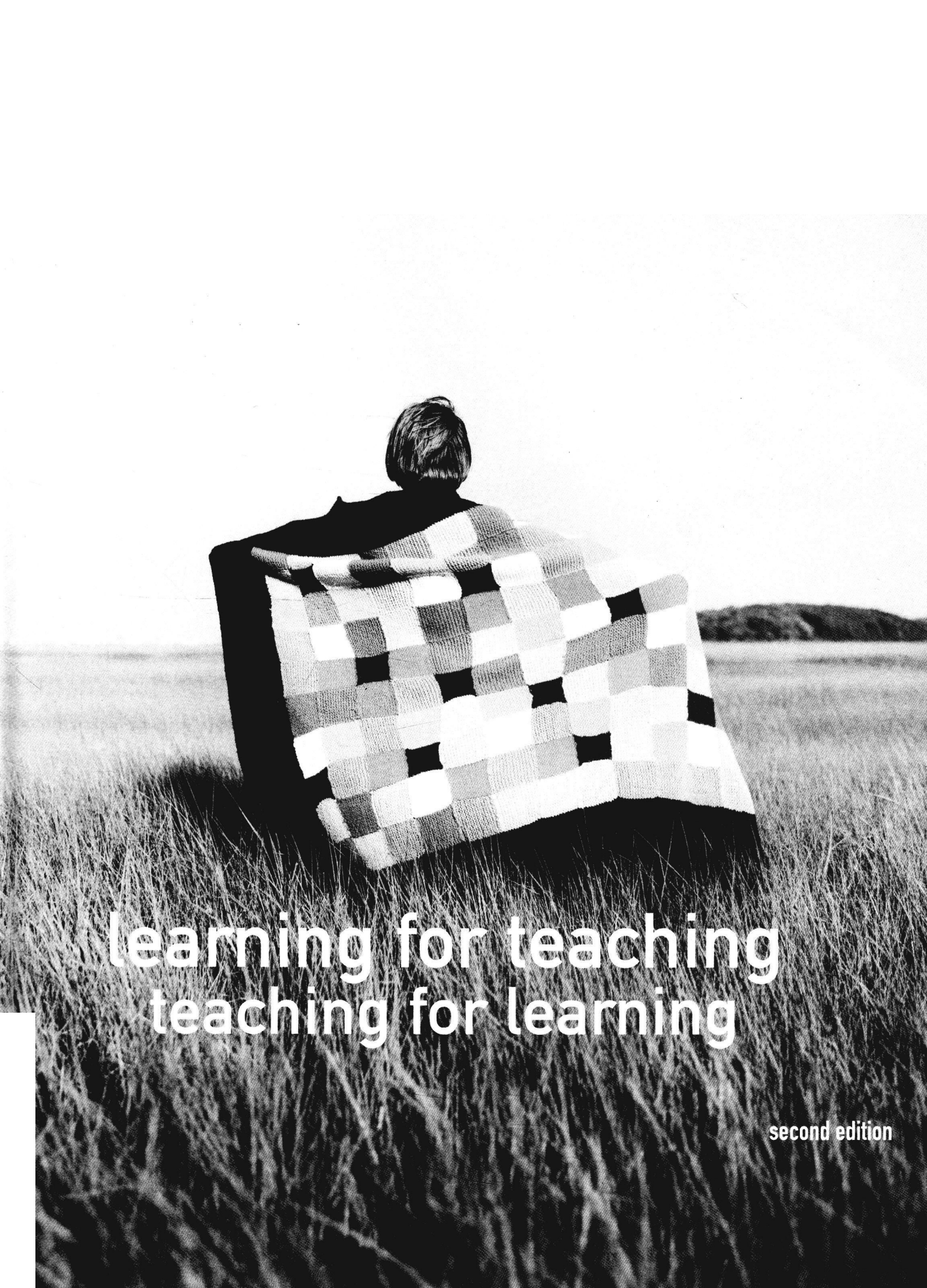
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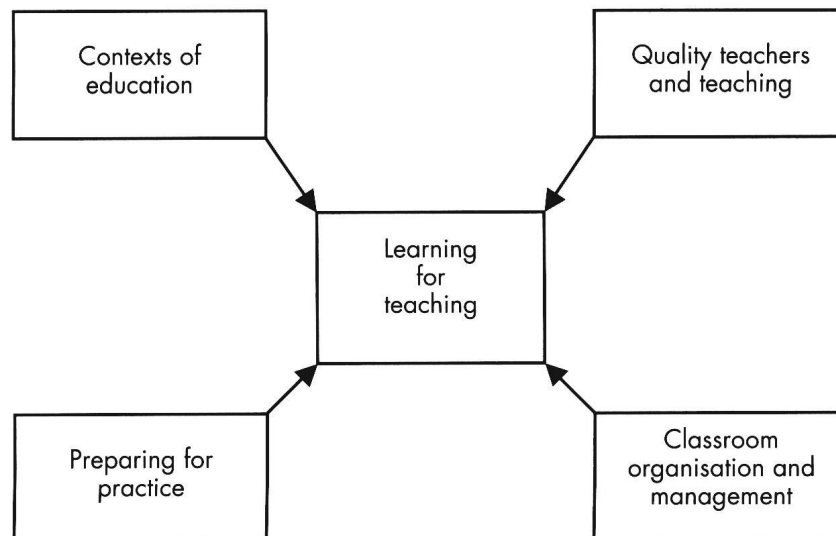
learning for teaching  
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# Introduction

Becoming a teacher is not only a result of completing a recognised 'training' program, it is the development of an individual, over time, while learning particular facets of education.



This book has been written around a framework of four broad areas relating to learning and teaching:

- 1 *Contexts of education* introduces a brief history of education with an overview of the structure of education in Australia at present.
- 2 *Quality teachers and teaching* focuses on teaching as a profession. The 'Teacher work' chapter examines the world of education from the point of view of the practitioners' roles and responsibilities to clearly identify for pre-service teachers the profession they are entering. 'Standards in teaching' examines the expectations that are placed upon new teachers as they are registered in their particular education authority. 'Professionalism in teaching' closely links in with the 'Teacher work' chapter by drawing together the expectations across the profession and how a beginning teacher can work towards being a lifelong learner. The final chapters in this section encourage beginning teachers to develop professional portfolios to keep a record of achievements and to continue their learning.
- 3 *Preparing for practice* addresses the act of teaching focusing on the day-to-day responsibilities of classroom practitioners with relevant practical examples.
- 4 *Classroom organisation and management* considers how to make your classroom operate successfully to ensure teaching and learning is making a difference for each student.



This book is a practical examination of teaching and learning, encouraging pre-service teachers to develop their professional 'personality', knowledge and skills and to make a difference. The extensive expertise of the authors has ensured the book is practical and relevant to all beginning teachers.

**Making a difference**

As the man walked along the cliffs at dawn  
He noticed a child running on the beach below  
Back and forth from washed-up starfish  
to the sea.

He caught up with the child and asked  
Why are you doing this?

The starfish will die if left in the sun  
I'm throwing them back to the sea.

But the beach goes on for miles  
And there are thousands of stranded starfish  
You can never save them all

How can your effort make a difference?

The child looked at the starfish in his/her hand  
And flung it far out to the safety of the sea

I've made a difference to that one

The child said.

**Remembering the starfish story consider that:**

Some days you will be privileged enough to find a starfish and throw it back into the ocean.

Some days you will find a starfish and sprinkle it with water until it is strong enough to be thrown into the water.

Some days you will find a starfish, pick it up and put it into a bucket until you are strong enough to throw it into the water.

Some days you will need to climb up to the top of the cliff and just watch the ocean.

And there will be some days when you feel like a starfish. On these days be comforted by the knowledge that there is someone out there looking for starfish.

# About the authors

**Diana Whitton** is an experienced practitioner who currently is training primary school teachers at University of Western Sydney. She has a doctorate in gifted education and completed graduate studies in curriculum planning, creativity, and librarianship.

**Katrina Barker** is a Lecturer at University of Western Sydney in educational psychology and learning and teaching. Katrina's research focuses upon student motivation, self-concept, school retention, and classroom management with particular emphasis on developing positive student behaviour through a whole-school approach.

**Mary Nosworthy** is an executive teacher at a high school with experience in teaching both primary and high schools overseas and in different States of Australia. She has master's degrees in educational leadership and special education with expertise in teaching English, French and physical education, health and personal development.

**Catherine Sinclair** is an Associate Professor at University of Western Sydney with 30 years' experience as a researcher and educator across all education levels. Her expertise lies in motivation to teach, teacher professional learning (particularly the practicum) and quality teaching.

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# Resources Guide

## FOR THE STUDENT

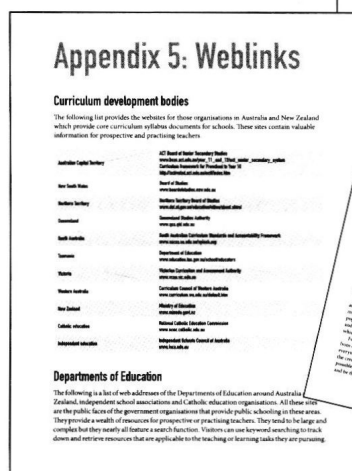
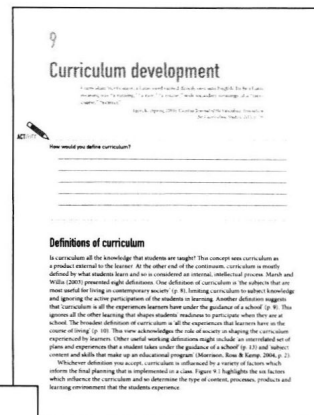
As you read this text you will find the following features to assist you with your learning: **Activities** invite you to think about the role that you might adopt as a teacher, pose questions to engage you in debate, and help you develop your skills. At the back of the book, a list of **Weblinks** suggests useful sites for accessing additional information on key topics and issues.

Stories of **Schooling in Australia** reflect the changes that have occurred over the last century.

## Electronic resources

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## FOR THE INSTRUCTOR

Cengage Learning is pleased to provide you with a selection of supplements that will help you prepare for your lectures. Available from the Instructor's Companion Website ([www.higher.cengage.com.au/whitton/teaching2e](http://www.higher.cengage.com.au/whitton/teaching2e)), these resources have been specifically developed to supplement *Learning for Teaching, Teaching for Learning* second edition.

### Instructor's Manual



The Instructor's Manual provides you with a wealth of content to help set up and administer your course. It includes chapter objectives, ideas for adjunct teaching and discussion activities, suggestions for audiovisual materials, as well as *Search me!* keywords and activities.

### PowerPoint Presentations



These presentations address the main points covered in the chapters of *Learning for Teaching, Teaching for Learning* second edition. Use these slides to enhance your lectures and reinforce the key principles of your subject.

### Artwork



These digital files of graphs, tables, pictures and flow charts from the text can be used in a variety of media. Use them in WebCT or Blackboard, PowerPoint presentations or copy them onto overheads.



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# part a

## Contexts of education

Schools and the organisations that support them are a result of history and a reflection of the societies they serve. Schooling in Australia is based on a 19th-century model inherited from England (Davies, 1994) and this has shaped curriculum and school organisational structures to the present time. Schools are intended to prepare students for their future lives but are based upon what was successful in the past, not taking into account the dramatic differences among different communities.

A range of community stakeholders and educational professionals now influence decisions about what happens in schools. Contemporary school systems are responding to changing community and industry expectations of their graduates. The New Basics Project in Queensland (Education Queensland, 2000, 2001) and Quality Teaching in New South Wales Public Schools (NSWDET, 2003) are Statewide school reform initiatives intended to improve learning outcomes for students. Social developments such as the greater awareness of the need to value the cultural heritage of students (Halse & Robinson, 1999) and rapid changes in the role of digital information (NSWDET, 1997; MCEETYA, 1999) are among the issues being constructively addressed in schools.

Let's look back at the rules for teachers from 130 years ago.



## Rules for teachers – 1879

- 1 Teachers each day will fill lamps, clean chimneys before beginning work.
- 2 Each teacher will bring a bucket of water and scuttle of coal for the day's session.
- 3 Make your pens carefully. You may whittle nibs to the individual taste of the children.
- 4 Men teachers may take one evening a week for courting purposes or two evenings to attend church regularly.
- 5 After ten hours in school, you may spend the remaining time reading the Bible or other good books.
- 6 Women teachers who marry or engage in unseemly conduct will be dismissed.
- 7 Every teacher should lay aside, from each pay, a goodly sum for his benefit during his declining years so that he will not become a burden on society.
- 8 Any teacher who smokes, uses liquor in any form, frequents pool and public halls, or gets shaved in a barber shop, will give good reason to suspect his worth, intention, integrity and honesty.

Let's also look at the teaching contract for female teachers from 86 years ago.

## 1923 teaching contract

- 1 Not to get married. This contract becomes null and void immediately if the teacher marries.
- 2 Not to keep company with men.
- 3 To be at home between the hours of 8 p.m. and 6 a.m. unless she is in attendance at a school function.
- 4 Not to loiter downtown in ice-cream parlours.
- 5 Not to leave town at any time without the permission of the Chairman of the Board of Trustees.
- 6 Not to smoke cigarettes. This contract becomes null and void immediately if the teacher is found smoking.
- 7 Not to drink beer, wine, whiskey. This contract becomes null and void immediately if the teacher is found drinking beer, wine or whiskey.
- 8 Not to ride in a carriage or automobile with any man except her brothers or father.
- 9 Not to dress in bright clothes.
- 10 Not to dye her hair.
- 11 To wear at least two petticoats.
- 12 Not to wear dresses more than two inches above the ankle.
- 13 To keep the schoolroom clean; to sweep the classroom floor, to scrub the floor at least once a week with soap and hot water, clean blackboards daily; start the stove at 7 a.m. so that the room will be warm by 8 a.m. when the children arrive; to carry out the ashes at least once a day.
- 14 Not to use face powder, mascara or paint the lips.

Source: New Brunswick Teachers' Association