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Where is Australian schooling heading? What forces will shape its future direction? How ready are students, teachers, policy makers and education institutions for the challenges being thrust on them? With chapters ranging across the landscape of school-age education, this book proposes new, evidence-based directions for change in teaching, assessment, curriculum, funding and system-wide collaboration. It provides a grounded, forward-looking guide to questions that will be central to Australia's educational debates, and our performance, in the years ahead. Drawing directly on research, innovation and policy analysis at the Melbourne Graduate School of Education, this book creates an engaging and rigorous overview of the issues confronting school-age education in Australia, and provides insights and actions to help shape our responses into the future. Contents Part 1 Evolving the purposes of schooling 1 Time for a reboot: Shifting away from distractions to improve Australia's schools – John Hattie 2 The changing role of the teacher in a knowledge economy – Patrick Griffin, Lorraine Graham, Susan Marie Harding, Nives Nibali, Narelle English and Monjurul Alam 3 The state of public schooling – Jessica Gerrard 4 Asia Literacy and the Australian curriculum – Fazal Rizvi 5 Curriculum: The challenges and the devil in the details – Lyn Yates 6 Monitoring learning – Geoff N. Masters Part 2 New pathways to student achievement 7 What is 'school readiness', and how are smooth transitions to school supported? – Frank Niklas, Collette Tayler and Caroline Cohrssen 8 Chinese: More equal than others – Jane Orton 9 Lying on the floor: Why Australia can lead the world in music education – Pip Robinson and Ros McMillan 10 Young people at the margins: Where to with education? – Helen Stokes and Malcolm Turnbull 11 What if you're not going to university? Improving senior secondary education for young Australians – John Polesel, Mary Leahy, Suzanne Rice, Shelley Gillis, Kira Clarke 12 From inequality to quality: Challenging the debate on Indigenous education – Elizabeth McKinley Part 3 The role and impact of teachers 13 Supporting the development of the profession: The impact of a clinical approach to teacher education – Larissa McLean Davies, Teresa Angelico, Barbara Hadlow, Jeana Kriewaldt, Field Rickards, Jane Thornton, and Peter Wright 14 Creating a third space for learning in teacher education – Helen Cahill 15 Building knowledge about oral language skills into teacher practice and initial teacher education – Patricia Eadie, Hannah Stark and Pamela Snow 16 Aligning curriculum, instruction and assessment – Natasha Ziebell, Aloysius Ong and David Clarke Part 4 Challenges of system reform 17 Hard-to-staff Australian schools: How can we ensure that all students have access to quality teachers? – Suzanne Rice, Paul W. Richardson, Helen M.G. Watt 18 Collaboration in pursuit of learning – Tom Bentley and Sean Butler 19 Aligning student ability with learning opportunity: How can measures of senior school achievement support better selection for higher education? – Emmaline Bexley 20 Other people's children: School funding reform in Australia – Tom Bentley 21 Improving national policy processes in Australian schooling – Glenn C. Savage

This book guides the adoption, design, development and expectation of future digital teaching and learning projects/programs in K12 schools. It provides a series of case studies and reports experiences from international digital teaching and learning projects in K12 education. The book also furnishes advice for future school policy and investment in digital teaching and learning projects. Finally, the book provides an explanation of the future capacity and sustainability of digital teaching and learning in K12 schools.

"Inclusive education has emerged internationally over the past thirty years as a way of developing democratic citizenship. Core to inclusive principles are that improved equity in education can only be achieved by eliminating the economic, cultural and physical barriers that currently impede learning for particular students.To strengthen inclusive practice to this end inexorably requires that we attempt to make sense of it in its current form: to examine how it is enacted in educational settings from early childhood, schools, and communities and further and higher education; to contemplate the restrictions that it might inadvertently create; and to consider its effects on members of educational communities.Contributions to this edited collection represent diverse perspectives, yet share a commitment to challenging existing forms of educational marginalisation through policy, practice, theory and pedagogy. The chapters emerged from discussions at the inaugural Inclusive Education Summit that was held at Victoria University, Australia in 2015. They present research that was conducted in Australia, New Zealand, Indonesia, Bangladesh, Spain and the UK—illustrating transnational interests and diverse approaches to practice.Presented in four sections—provocations, pushing boundaries, diverse voices, and reflections, the chapters explore everyday practice across a range of contexts: from educating culturally and linguistically diverse, refugee, and/or socially and economically disadvantaged students, to issues of diversity brought about by and through gender, giftedness and disability. The book will appeal to academics, students and practitioners in disciplines including: education, sociology, social work, social policy, early childhood, disability studies, and youth studies."

Taught well, Health and Physical Education can provide purposeful, stimulating and challenging learning experiences. It can help children to develop sophisticated understanding, skill and capabilities through their bodies and to see greater meaning in not only what they are learning but also their wider lives; and it can enrich all other aspects of the curriculum. This practical 2nd edition helps pre-service and in-service teachers to develop and implement quality Health and Physical Education experiences in primary schools. It introduces the general principles of teaching and learning in HPE and explains why this learning area is an important part of the Australian Curriculum. Chapters then discuss considerations and practical implications for teaching both health and physical education using a strengths-based approach. Packed with evidence-based and research-informed content, this valuable text also includes numerous examples and activities that help bridge the gap from theory to real-world practice. Above all, it helps gives educators the confidence to teach primary Health and Physical Education so that every child benefits. Premium online teaching and learning tools are available on the MindTap platform. Learn more about the online tools cengage.com.au/mindtap

With content organized around big questions about gender, Questioning Gender: A Sociological Exploration serves as a point-of-departure for conversations about gender, and as a resource for exploring answers to many of those questions. Rather than providing definitive answers, this unique book exposes readers to new material that will lead them to question their assumptions.

"There are up to 85,000 gifted students in the Victorian schools. At present these kids are neglected by a system that largely assumes that all students learn at the same rate and in the same way. The evidence presented to this Inquiry paints a highly unsatisfactory picture of students whose significant potential to excel is often not even identified let alone nurtured. These students are frequently frustrated and disengaged. And rightfully so: they are being let down by the education system. These neglected students represent our state's future visionaries and innovators. We owe it to our society as well as to ourselves to give these students the most challenging and stimulating education possible. This report provides a vision through which these problems can be addressed. It proposes a coordinated approach to gifted education which recognises and develops the gifts of every student. Key recommendations include a state-wide gifted education policy, the use of technology to provide extended learning opportunities for gifted students, increased education, training and support for teachers, and greatly enhanced support for gifted students and their families."--Chair's foreword, p. xxi.

Aimed at "empowering" teachers and students in a culturally diverse society, this book suggests that schools must respect student's language and culture, encourage community participation, promote critical literacy, and institute forms of assessment in order to reverse patterns of under-achievement in pupils from varying cultures. The book shows that students who have been failed by schools predominantly come from communities whose languages, cultures and identities have been distorted and devalued in the wider society, and schools have reinforced this pattern of disempowerment.

The city-run early childhood program of Reggio Emilia, Italy, has become recognized and acclaimed as one of the best systems of education in the world. Over the past 30 years, educators there have evolved an innovative approach that fosters children's intellectual development through a systematic focus on symbolic representation. Young children are encouraged to explore their environment and express themselves through many "languages", or modes of expression, including words, movement, drawing, painting, sculpture, shadow play, collage and music.... This book brings together the reflections of the Italian educators who founded and developed the system, as well as North Americans who have observed and/or studied there. It is a comprehensive introduction covering history and philosophy, curriculum and methods of teaching, school and system organization, the use of space and physical environments, and adult professional roles. -Back cover.

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