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Katie Makar, Shelley Dole, Jana Visnovska, Merrilyn Goos, Anne Bennison, Kym Fry

Functional Grammatics Mary Macken-Horarik, Kristina Love, Carmel Sandiford, Len Unsworth, 2017-10-03 This book provides a re-conceptualization of grammar in a period of change in the communication landscape and widening disciplinary knowledge. Drawing on resources in systemic functional linguistics, the book envisions a 'functional grammatics' relevant to disciplinary domains such as literary study, rhetoric and multimodality. It re-imagines the possibilities of grammar for school English through Halliday's notion of grammatics. Functional Grammatics is founded on decades of research inspired by systemic functional linguistics, and includes studies of grammatical tools useful to teachers of English, research into visual and multimodal literacies and studies of the genre-grammar connection. It aims to be useful to the interpretation and composition of texts in school English, portable in design across texts and contexts and beneficial for language development. The book will be of interest to researchers and teacher educators, as well as undergraduate and postgraduate students and practicing teachers committed to evidence-based professional development.

Seven Steps to Writing Success - Narrative Writing Manual (Second Edition) Jen McVeity, Bev Laing, 2022-06-01 Are you ready to transform your students into passionate storytellers? Packed with practical, time-saving classroom resources, this manual makes planning and implementing the Seven Steps just as fun as learning it! Inside this Step-by-Step guide, you'll find: • theory and techniques for each Step • annotated writing samples showing the techniques in action • fun and flexible curriculum-aligned writing activities and templates • over 100 differentiated writing topics, plus picture prompts • planning and assessment resources • a 'Putting It All Together' chapter.

The Routledge Handbook of Language Education Curriculum Design Peter Mickan, Ilona Wallace, 2019-12-23 Curriculum design options cover a continuum from regional and school-based programs to national and international frameworks. How does policy speak to practice? What have teacher-researchers discovered through in-classroom studies? Where do you begin to describe or measure 'effective' language education curriculum design? The Routledge Handbook of Language Education Curriculum Design presents a comprehensive collection of essays on these issues by 31 established practitioners and new researchers. Informed by experienced scholarship and fresh studies, this handbook shares international perspectives on language education from policy and curriculum to teacher training and future directions. The handbook addresses language education curriculum design across five sections: Language curriculum design: perspectives,

policies and practices Designs across the curriculum Curriculum designs in language education Curriculum resources, evaluation and assessment Teacher education, research and future projects With contributions from Australia, Brazil, Indonesia, Switzerland, Timor-Leste and more, the handbook represents the breadth of research into and the global implications for sound language education curriculum design. It considers equally the needs of students and policy makers from urban metropolises and remote communities. It is designed to reinvigorate discussions about education policy, curriculum management and the role of teacher-researchers.

<u>Helping Children Learn Mathematics, 5th Australian Edition</u> Robert Reys, Mary Lindquist, Diana V. Lambdin, Nancy L. Smith, Anna Rogers, Leicha Bragg, Audrey Cooke, Melissa Fanshawe, Mark Gronow, 2025-10-10

Research in Mathematics Education in Australasia 2012-2015 Katie Makar, Shelley Dole, Jana Visnovska, Merrilyn Goos, Anne Bennison, Kym Fry, 2016-06-02 With the ninth edition of the four-yearly review of mathematics education research in Australasia, the Mathematics Education Research Group of Australasia (MERGA) discusses the Australasian research in mathematics education in the four years from 2012-2015. This review aims to critically promote quality research and focus on the building of research capacity in Australasia.

The Triumph of Managerialism? Anna Yeatman, Bogdan Costea, 2018-10-16 This collection presents a critical dialogue on managerialist forms of government between philosophy, political thought, organisational and management theory. The volume brings together essays that are concerned with technologies of government that are articulated as different iterations of managerialism. The hallmark of managerialist discourse is value, considered as a quantifiable abstraction, where the intention is to always 'add value'. The central question addressed here by a team of international expert authors from across a range of disciplines is this: in what ways has this abstraction of value impacted on the substantive work and ethical integrity of government and the public sector, and, more broadly, of the professions (including that of management itself)? Has it displaced this work, or simply recast it? The volume addresses audiences in social sciences, philosophy, management, business, and organisational studies.

Teaching Secondary School Mathematics Merrilyn Goos, Colleen Vale, Gloria Stillman, Katie Makar, Sandra Herbert, Vince Geiger, 2020-07-16 Since its first publication, Teaching Secondary School Mathematics has established itself as one of the most respected and popular texts for both pre-service and in-service teachers. This new edition has been fully revised and updated to reflect the major changes brought about by the introduction of the Australian Curriculum: Mathematics, as well as discussing significant research findings, the evolution of digital teaching and learning technologies, and the implications of changes in education policies and practices. The mathematical proficiencies that now underpin the Australian curriculum - understanding, fluency, problem solving and reasoning -- are covered in depth in Part 1, and a new section is devoted to the concept of numeracy. The chapter on digital tools and resources has been significantly expanded to reflect the growing use of

these technologies in the classroom, while the importance of assessment is recognised with new material on assessment for learning and as learning, along with a consideration of policy development in this area. Important research findings on common student misconceptions and new and effective approaches for teaching key mathematical skills are covered in detail. As per the first edition readers will find a practical guide to pedagogical approaches and the planning and enactment of lessons together with enhanced chapters on teaching effectively for diversity, managing issues of inequality and developing effective relationships with parents and the community. This book is the essential pedagogical tool for every emerging teacher of secondary school mathematics. 'The text offers an excellent resource for all of those involved in the preparation of secondary mathematics teachers, with links to research literature, exemplars of classroom practices, and instructional activities that encourage readers to actively examine and critique practices within their own educational settings.' Professor Glenda Anthony, Institute of Education, Massey University 'A rich and engaging textbook that covers all of the important aspects of learning to become an effective secondary mathematics teacher. The second edition of this text ... is further enhanced with updated references to the Australian Curriculum, NAPLAN, STEM, current Indigenous, social justice and gender inequity issues, and the place of Australian mathematics curricula on the world stage.' Dr Christine Ormond, Senior Lecturer, Edith Cowan University

Authentic Assessment and Evaluation Approaches and Practices in a Digital Era ,2021-09-06 In this book, 37 international academics illustrate how authentic assessment is an effective measure of intellectual achievement as it requires the demonstration of deep understanding and complex problem solving through the performance of exemplary tasks. By exploring the concept of authentic assessment in both tertiary and school education, the authors in these chapters argue that authentic assessment is not only the measurement of significant intellectual accomplishments but also an important pedagogical structure. Authentic assessment is a concept more closely defined as an umbrella term that seeks to immerse learners in environments where they can gain highly practical and lifelong learning skills. Authentic assessment has been on the educational agenda for a number of years and keeps being a powerful tool for assessing students' 21st century competencies in the context of global educational reforms. Contributors are: Pınar Akyıldız, Fatma Nur Aktaş, Chrysoula Arcoudis, Tasos Barkatsas, Michael Belcher, Antonios Bouras, Athina Chalkiadaki, Jere Confrey, Rebecca Cooper, Yüksel Dede, Paul Denny, Zara Ersozlu, Ivan Fortunato, Linda Hobbs, Marj Horne, Fragkiskos Kalavasis, Katerina Kasimatis, Belinda Kennedy, Gillian Kidman, Huk Yuen Law, Susan Ledger, Kathy Littlewood, Jiabo Liu, Michelle Ludecke, Tricia McLaughlin, Juanjo Mena, Andreas Moutsios-Rentzos, Greg Oates, Anastasia Papadopoulou, Fabiano Pereira dos Santos, Angela Rogers, Gráinne Ryan, Rebecca Seah, Meetal Shah, Hazel Tan, Naomi Wilks-Smith, Dallas Wingrove, Qiaoping Zhang and Xiaolei Zhang.

Searching the Globe for Answers Peter R. Litchka, 2019-09-17 Drawing on the extensive knowledge of experts from

nations around the world, the authors provide comprehensive assessments of the challenges and opportunities when dealing with educational change initiatives at the national and local levels.

Technology Supported Innovations in School Education Pedro Isaias, Demetrios G. Sampson, Dirk Ifenthaler, 2020-10-09 This volume provides a comprehensive and contemporary depiction of the swift evolution of learning technologies and the innovations that derive from their deployment in school education. It comprises cases studies, research focused on emergent technologies and experiments with existing tools in a wide range of scenarios. The studies included in this volume explore the conceptual and practical aspects of technologies that are used to support learning, with a multidisciplinary approach that encompasses all levels of education. The three sections of this volume emphasise the use of digital technologies from the viewpoint of different fields of expertise, explore multiple educational settings where technology was implemented to support the various stages of the learning process, and underline strategies, tools and technologies that play a crucial role in the professional development of teachers.

The Proceedings of the 12th International Congress on Mathematical Education Sung Je Cho,2015-02-10 This book comprises the Proceedings of the 12th International Congress on Mathematical Education (ICME-12), which was held at COEX in Seoul, Korea, from July 8th to 15th, 2012. ICME-12 brought together 3500 experts from 92 countries, working to understand all of the intellectual and attitudinal challenges in the subject of mathematics education as a multidisciplinary research and practice. This work aims to serve as a platform for deeper, more sensitive and more collaborative involvement of all major contributors towards educational improvement and in research on the nature of teaching and learning in mathematics education. It introduces the major activities of ICME-12 which have successfully contributed to the sustainable development of mathematics education across the world. The program provides food for thought and inspiration for practice for everyone with an interest in mathematics education and makes an essential reference for teacher educators, curriculum developers and researchers in mathematics education. The work includes the texts of the four plenary lectures and three plenary panels and reports of three survey groups, five National presentations, the abstracts of fifty one Regular lectures, reports of thirty seven Topic Study Groups and seventeen Discussion Groups.

Asian Migration and Education Cultures in the Anglosphere Megan Watkins, Christina Ho, Rose Butler, 2019-03-27 Asian migration and mobilities are transforming education cultures in the Anglosphere, prompting mounting debates about 'tiger mothers' and 'dragon children', and competition and segregation in Anglosphere schools. This book challenges the cultural essentialism which prevails in much academic and popular discussion of 'Asian success' and in relation to Asian education mobilities. As anxiety and aspiration within these spaces are increasingly ethnicised, the children of Asian migrants are both admired and resented for their educational success. This book explores popular perceptions of Asian migrant families through in-depth empirically informed accounts on the broader economic, social, historical and geo-political contexts within

which education cultures are produced. This includes contributions from academics on global markets and national policies around migration and education, classed trajectories and articulations, local formations of 'ethnic capital', and transnational assemblages that produce education and mobility as means for social advancement. At a time when our schooling systems and communities are undergoing rapid transformations as a result of increasing global mobility, this book is a unique and important contribution to an issue of pressing significance. This book was originally published as a special issue of the Journal of Ethnic and Migration Studies.

Technology Integration and High Possibility Classrooms Jane Hunter, 2015-03-02 Technology Integration and High Possibility Classrooms provides a fresh vision for education in schools based on new research from in-depth studies of technology integration in exemplary teachers' classrooms. This timely book meets the demand for more examples of effective technology integration by providing a new conceptual understanding that builds on the popular and highly influential theoretical framework of technological, pedagogical and content knowledge (TPACK). Technology Integration and High Possibility Classrooms details four rich case studies set in different contexts with students ranging from age 6 to 16. Each case study articulates in very practical terms what characterizes exemplary teachers' knowledge of technology integration and how that is applied in classrooms. This highly accessible book clearly demonstrates how theory informs practice and provides new possibilities for learning in twenty-first-century schools.

Key Competencies in ICT and Informatics: Implications and Issues for Educational Professionals and Management Don Passey, Arthur Tatnall, 2014-12-15 This book features a selection of thoroughly refereed papers presented at two subconferences of the IFIP TC 3 Conference on Key Competencies in Informatics and Information and Communication Technologies: the IFIP WG 3.4 Conference on Key Competencies for Educating ICT Professionals, KCICTP 2014, and the IFIP WG 3.7 Conference on Information Technology in Educational Management, ITEM 2014, held in Potsdam, Germany, in July 2014. The 28 revised full papers were carefully reviewed and selected from numerous submissions. They are organized in the following topical sections: key competencies for educating ICT professionals; key competencies, learning and life transitions; key competencies and school management; and education stakeholders and key competencies.

National Testing in Schools Bob Lingard, Greg Thompson, Sam Sellar, 2015-11-06 Over the last two decades, large-scale national, or provincial, standardised testing has become prominent in the schools of many countries around the globe. National Testing in Schools: An Australian Assessment draws on research to consider the nature of national testing and its multiple effects, including: media responses and constructions such as league tables of performance pressures within school systems and on schools effects on the work and identities of principals and teachers and impacts on the experience of schooling for many young people, including those least advantaged. Using Australia as the case site for global concerns regarding national testing, this book will be an invaluable companion for education researchers, teacher educators, teacher

education students and teachers globally.

Politics, Policies and Pedagogies in Education Bob Lingard, 2013-07-24 In the World Library of Educationalists, international experts compile career long collections of what they judge to be their finest pieces of work – extracts from books, key articles, salient research findings, major theoretical and practical contributions – so the world can read them in a single manageable volume. Readers will be able to follow the themes and strands and see how their work contributes to the development of the field. Bob Lingard has spent the last 30 years researching and writing in universities in Australia, England and Scotland about changing education policy issues. His work is written from a sociological perspective and with a commitment to social justice. He is the co-editor and co-author of 17 books and more than 100 journal articles and book chapters. In Politics, Policies and Pedagogies in Education, Bob Lingard provides critical sociological engagement with the politics of education. The focus is education policy and the impact of globalization, including epistemological and methodological issues necessary for researching education policy today. Topics analyzed include: educational restructuring new accountabilities and testing mediatization of education policy policy as numbers the global policy field and policy borrowing pedagogies. Lingard also considers the nature of educational research today. He has selected 12 of his key writings and in a critical introduction situates and contextualizes the work against key developments in the field and in the changing world.

Educational Psychology Angela M. O'Donnell, Eva Dobozy, Michael C. Nagel, Brendan Bartlett, Simone Smala, Catherine Wormald, Gregory Yates, 2024-12-31 O'Donnell et al.'s Educational Psychology provides pre-service teachers with a comprehensive framework for implementing effective teaching strategies aimed at enhancing students' learning, development, and potential. Through a meticulous examination of relevant psychological theories, supplemented by contemporary local case studies, and detailed analysis of lesson plans, the text offers a nuanced understanding of educational psychology without resorting to specialised terminology. Central to the text is a reflective practice framework, equipping readers with the essential skills to bridge theoretical concepts with real-world classroom scenarios. Emphasising critical thinking and reflective practice, the text underscores their significance in fostering sustained professional growth and success. By integrating reflective practice into the fabric of the narrative, utilising real classroom examples, Educational Psychology cultivates a deep-seated understanding of the practical applications of psychological principles in educational contexts.

NAPLAN Style Test Pack YR 9 Alan Horsfield, 2013-10-30

NAPLAN Style Test Pack YR 5 Alan Horsfield, Allyn Jones, 2013-10-30

NAPLAN*-style Year 5 Test Guide Alan Horsfield,2018 NAPLAN Tests are sat by students Australia-wide. These tests are held in May every year. The tests are in Literacy and Numeracy. In Literacy there are three tests: Reading

(Comprehension) - there are around 40 questions in this test; Language Conventions (Spelling, Grammar and Punctuation) - there are around 50 questions in this test; Writing (Written Expression) - there is one piece of writing in this test. In the Numeracy Test Mathematics is tested. There are around 40 questions in this test. -- cover.

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