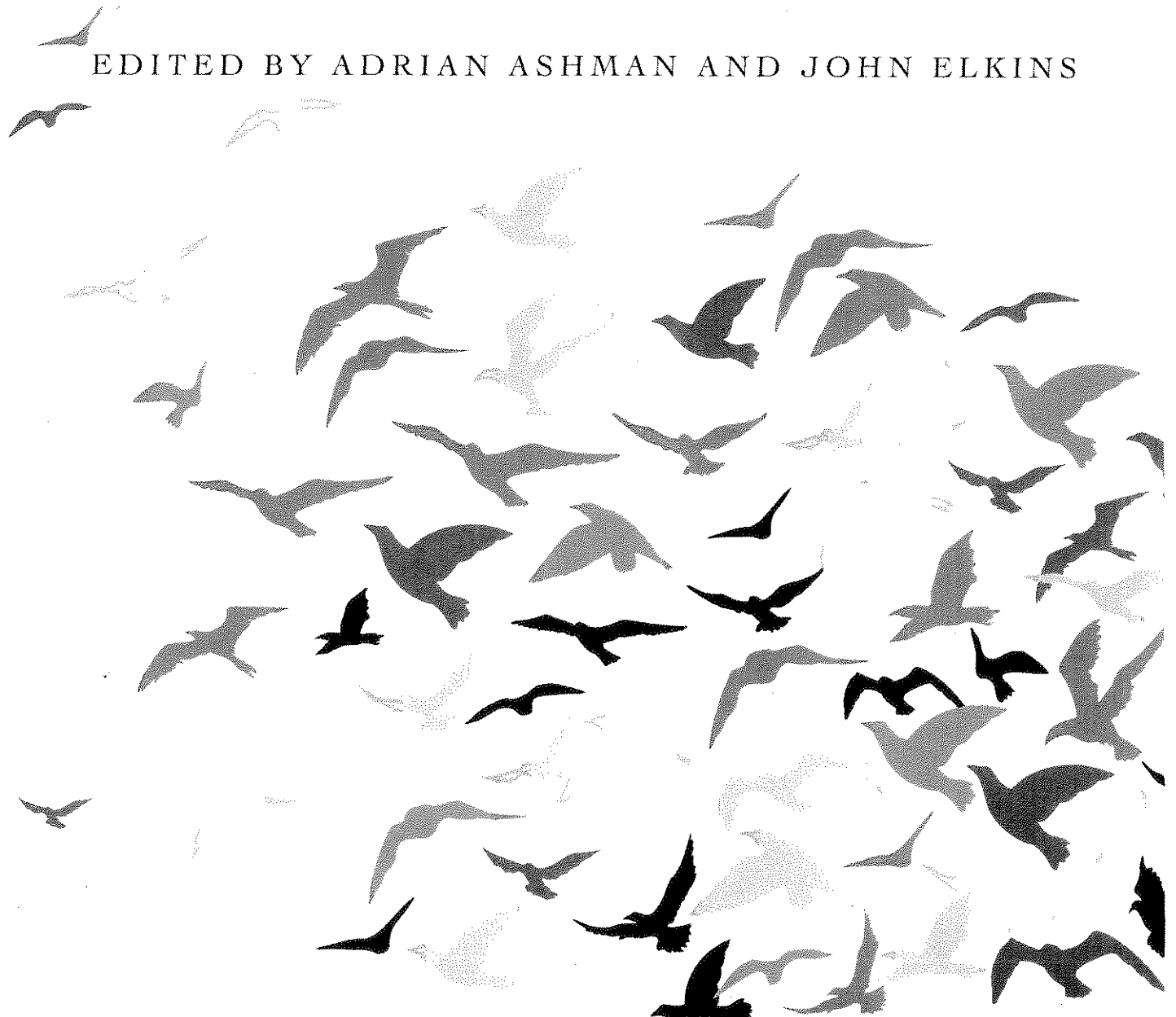


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*fourth edition*

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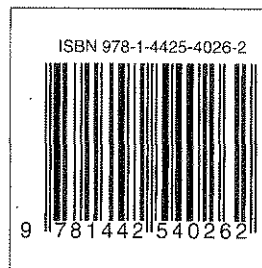
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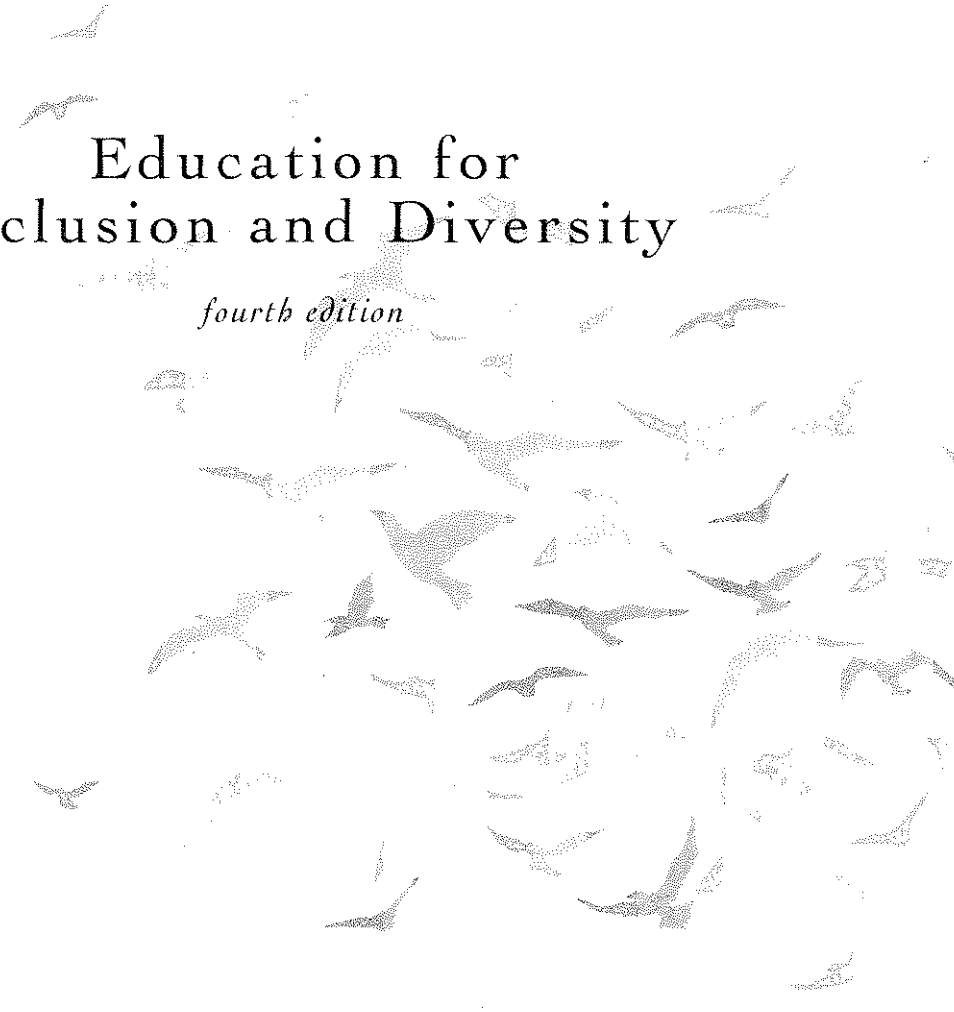
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Amanda Keddie			

# About this book

Over many years we have visited schools in every state and territory in Australia. These have included one- and two-teacher schools in small rural communities, and schools in remote Indigenous communities, in regional towns, and in our largest cities. We have watched teachers interact with students with the broadest ranges of ages and abilities in state and independent schools, in regular classes and those specifically designed for students with extreme support needs.

What has always impressed us is the commitment of teachers to their students regardless of where we have been in Australia. Some have told us that they had wanted to be a teacher from a very early age. Others entered the teaching profession after successful careers in business, sport, the arts, technology, and science, to name just a few. What is common among all teachers these days, regardless of their backgrounds, is their keen interest in making teaching and learning experiences as successful as possible for all of their students.

This is exactly what this book is about.

In this very brief introduction, we want to make one key point. This book is about *effective teaching and learning*. By the time you reach the end of Chapter 12, we want you to know how to apply the ideas that have been presented in each chapter. Writing thousands of words about dozens of topics will be of little value if they don't contribute to your professional knowledge and your classroom practices.

So, how do we achieve this outcome?

First of all, we embrace the philosophy behind inclusive education. This means that everything in the book focuses on providing opportunities to all students to learn in ways that are appropriate to their particular learning style and needs.

Second, we deal with all of the influences that affect learning outcomes. In the chapters that follow, we cover topics that include cultural background and social circumstances as well as student characteristics, ways in which teachers can arrange their classrooms to suit students' learning profiles, and where to find resources and support services that are available in all Australian school systems.

Third, our goal is to provide as many examples as possible to demystify and clarify the concepts presented in the book. To achieve this we include an abundance of sensible teaching tips and strategies, as well as lesson plans that you might use as models when you have your own early childhood, primary, middle school, or secondary students eagerly awaiting your classroom contributions.

Fourth, we appreciate that newly qualified teachers will have had few opportunities to learn about some of the more common complications that children and adolescents face these days. So, at the end of each chapter you will find a section that we have called "Facts about ...". In these sections, you will find basic information about topics such as vision impairment, giftedness and talent, Autism, and issues relating to Indigenous students, among others. These are intended to offer a quick reference to the facts, and they provide some useful tips about how to assist students with these characteristics.

We hope you enjoy the experience of working through the book, most likely under the expert guidance of your university lecturer. After you've completed your course, don't throw this book away. It will be an important addition to your professional library and a valuable resource for many years to come.

**Adrian Ashman**  
**John Elkins**

# Supplements for students and educators

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# Acknowledgements

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