

Naplan Past Test Papers 2008

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.

"Need a program that helps you organise your child's study time? Need an easy-to-use method that motivates your child to revise for tests? Then look no further... we have the ideal study guide for you!"--Back cover.

This unique and ground-breaking book is the result of 15 years research and synthesises over 800 meta-analyses on the influences on achievement in school-aged students. It builds a story about the power of teachers, feedback, and a model of learning and understanding. The research involves many millions of students and represents the largest ever evidence based research into what actually works in schools to improve learning. Areas covered include the influence of the student, home, school, curricula, teacher, and teaching strategies. A model of teaching and learning is developed based on the notion of visible teaching and visible learning. A major message is that what works best for students is similar to what works best for teachers – an attention to setting challenging learning intentions, being clear about what success means, and an attention to learning strategies for developing conceptual understanding about what teachers and students know and understand. Although the current evidence based fad has turned into a debate about test scores, this book is about using evidence to build and defend a model of teaching and learning. A major contribution is a fascinating benchmark/dashboard for comparing many innovations in teaching and schools.

'Growing Up in Australia: The Longitudinal Study of Australian Children' (LSAC) is a national study of children's development. To better measure children's academic performance at school, LSAC participants will now be linked to their

National Assessment Program--Literacy and Numeracy (NAPLAN) results. NAPLAN aims to assess Australian students in Years 3, 5, 7 and 9 in reading, writing, language conventions, and numeracy, using a national test that has been conducted annually since 2008. This technical paper provides guidance on the use of NAPLAN data within LSAC. It describes how consent was obtained from parents, matching and linkage processes, sampling and bias issues, how NAPLAN data are stored in the LSAC data file, representativeness of data, and the extent to which NAPLAN data are correlated with the main cognitive and learning measures used in LSAC. Selected statistics are included as examples. "When students know how to learn, they are able to become their own teachers." —Nancy Frey, Douglas Fisher, and John Hattie Imagine students who describe their learning in these terms: "I know where I'm going, I have the tools I need for the journey, and I monitor my own progress." Now imagine the extraordinary difference this type of ownership makes in their progress over the course of a school year. This illuminating book shows how to make this scenario an everyday reality. With its foundation in principles introduced in the authors' bestselling *Visible Learning for Literacy*, this resource delves more deeply into the critical component of self-assessment, revealing the most effective types of assessment and how each can motivate students to higher levels of achievement.

Performance measurement is now a key management tool used by government to assess and enhance public services. It is also used as a tool for public sector transparency and accountability. Despite these noble objectives, performance measurement can also generate counterproductive and sometimes paradoxical outcomes. This book innovatively conceptualises performance measurement as a 'policy instrument'. Such an approach necessarily invites careful and critical examination of instances of the formation, application and contestation of particular performance measurement regimes, the tools used to measure performance, the way in which performance data is produced and used, and the complex dynamics between professionals, managers and service users that arise from these practices. The book provides detailed empirical examples of performance measurement in the delivery of health, schooling and child welfare services, as well as the problematics of assessing national wellbeing. Instead of a form of scientific and rational management, performance measurement is revealed as an intrinsically contested, socio-politically charged and value laden practice. The book concludes that to succeed in delivering authentic performance improvements public sector managers must be aware of these complex, paradoxical dynamics and the circumstances that make performance measurement perform. This book was originally published as a special issue of *Policy Studies*.

This edited book examines the relationship between the materiality of artefacts and managerial techniques, combining the recent scholarly interest on socio-materiality with a focus on management. Exploring managerial techniques, the social and material tools used by actors to guide or facilitate collective activities, topics include their socio-materiality,

performative dimension, role in managerial control, relationship to organisational space and relationship to organisational legitimacy. This volume particularly explores the valuation and legitimation practices or processes involving managerial techniques, their modalities, specificities and involvement in collective activity within organisations. The overall aim of the chapters is to explore in different ways and instances the way in which material artefacts are able to inscribe and enforce managerial action which affects daily work practices.

This book expertly illustrates the important process of authentic assessment and evaluation in the construction and dissemination of educational knowledge. One of the key strengths of this book is the diversity of contexts in which the various aspects of assessment are evidenced and discussed.

Marsh's *Becoming a Teacher*, 6e continues to offer pre-service teachers a practical and user-friendly guide to learning to teach that students find invaluable throughout their entire degree. Marsh covers a comprehensive introduction to teaching methodology, preparing pre-service teachers for the challenges they face in a 21st-century classroom. All chapters in this new edition have been updated with new approaches and current references by the two new authors Maggie Clarke and Sharon Pittaway. The approach in this 6th edition is more reflective and gives readers an even greater opportunity to interact with issues raised in the text.

This is the eighth edition of the four-yearly review of mathematics education research in Australasia. Commissioned by the Mathematics Education Research Group of Australasia (MERGA), this review critiques the most current Australasian research in mathematics education in the four years from 2008-2011. The main objective of this review is to celebrate and recognise significant findings; highlight relationships between research; identify themes; and forecast further research directions. This theme-based review has produced a comprehensive analysis of Australasian research in a politically challenging time—producing a manuscript with implications for a wider, international, audience. As the 2009 Felix Klein medal winner Gilah Leder states: A substantial body of research is captured in the chapters of this review. It encompasses the labours of a community of active researchers, with varied interests and diverse theoretical perspectives. Some of the issues explored in the period covered by this volume clearly resonate with questions and concerns particularly pertinent to the changing educational environment; others are more aptly described as continuing or renewed explorations of areas of long standing concern.

This book presents a research focus on diversity and inclusivity in mathematics education. The challenge of diversity, largely in terms of student profiles or contextual features, is endemic in mathematics education, and is often argued to require differentiation as a response. Typically different curricula, text materials, task structures or pedagogies are favoured responses, but huge differences in achievement still result. If we in mathematics education seek to challenge that status quo, more research must be focussed not just on diversity but also on the inclusivity, of practices in mathematics education. The book is written by a group of experienced collaborating researchers who share this focus. It is written for researchers, research students, teachers and in-service professionals, who recognise both the challenges but also the opportunities of creating and evaluating new inclusive

approaches to curriculum and pedagogy – ones that take for granted the positive values of diversity. Several chapters report new research in this direction. The authors are part of, or have visited with, the mathematics education staff of the Faculty of Education at Monash University, in Melbourne, Australia. The chapters all focus on the ideas of development in both research and practice, recognising that the current need is for new inclusive approaches. The studies presented are set in different contexts, including Australia, China, the United States, and Singapore.

"A picture of Australia's children 2012 provides the latest information on the health and wellbeing of Australia's children aged 0–14. Many are faring well, but there is scope for further gains, particularly among Aboriginal and Torres Strait Islander children and those living in areas with the lowest socioeconomic status"--page ix.

Teacher-educator international professional development involves personal and professional, research- and practice-oriented, and pragmatic and aesthetic growth. This text encourages teacher educators to explore this work as Ren, or benevolent human beings, in cultivating global professional communities. As faculties engage in Ren as a vital 21st century form of development, new insights may emerge for how to revive and apply this concept in our changing global society. This text begins by discussing evolving concepts of achievement in an era of globalization, contrasting comparative conquest with global notions of relational integrity. Evolving aspects of achievement in 21st century China are also included. The text goes on to explore aspects of 21st century teacher quality and professional development, before presenting a theoretical framework for the international professional development of teacher education faculties as a process of becoming professional individuals, research-based practitioners, and aesthetic engineers. Narrative inquiry, including the aesthetic approach employed in this text, is described as the research method used to explore the development of 15 faculty participants in this text's case study of one teacher education research center at a Chinese university. Findings from the author's two-year immersion at the research site involve three overarching "complementary contrasts," or "tensions held in balance," across the 15 faculties in this study. These tensions included harmonizing (1) community and individuality, (2) adaptability and expression, and (3) authority and compassion. The findings are discussed in light of the original theoretical framework for teacher-educator international professional development by integrating participant interviews, research publications, and further observations into current academic discourse. The text concludes by offering implications for teacher-education practice, research, and policy for China, and other countries including the U.S., and suggests how the findings connect to global academic discourses on teacher-educator professional development across international settings.

From early answer sheets filled in with number 2 pencils, to tests administered by mainframe computers, to assessments wholly constructed by computers, it is clear that technology is changing the field of educational and psychological measurement. The numerous and rapid advances have immediate impact on test creators, assessment professionals, and those who implement and analyze assessments. This comprehensive new volume brings together leading experts on the issues posed by technological applications in testing, with chapters on game-based assessment, testing with simulations, video assessment, computerized test

development, large-scale test delivery, model choice, validity, and error issues. Including an overview of existing literature and ground-breaking research, each chapter considers the technological, practical, and ethical considerations of this rapidly-changing area. Ideal for researchers and professionals in testing and assessment, *Technology and Testing* provides a critical and in-depth look at one of the most pressing topics in educational testing today.

This book presents cutting-edge research findings in areas critical to advancing reading research in the 21st century context, including new literacies, reading motivation, strategy instruction, and reading intervention studies. While students' reading performance is currently receiving unprecedented attention, there is a lack of research that adopts an international perspective and draws on research expertise from different parts of the world to present a concerted effort, discussing key research models and findings on how to improve reading education. Addressing this gap in the literature, the book also responds to the challenge of promoting higher levels of literacy, and supporting and developing readers who can enjoy and critique texts of every genre. Education issues feature almost daily in print media, online, on the radio and on television, much of which focuses on the perceived deficits of students and teachers. Singled out for special attention are low socio-economic status (SES) schools which are frequently characterised by teachers and students with little investment in learning and teaching. Yet within this plethora of educational discussion there is no contemporary, longitudinal study of what it means to learn and teach in a disadvantaged school within the policy context of the 'education revolution' in Australia. Drawing on 500 interviews conducted over a four period with the Principal, parents, teachers and students at a regional low SES school, this book challenges the profile of one school as represented on the 'My School' website which publishes the results of National Assessment Program in Literacy and Numeracy (NAPLAN). Chapters situate the original research within an international and national educational context, before exploring topics including leadership and management, student behaviour, constructs of the 'good teacher', the involvement of parents in school and the 'digital revolution'. The book closes with an appraisal of the major themes that emerged from the multiple perspectives of the study. This is the first book to provide a longitudinal ethnographic study of a school in Australia, which examines the impact of the 'education revolution' on the Principal, parents, teachers and students. It comprehensively challenges the official 'My School' representation of a low SES school and will appeal to researchers in education, as well as those involved in postgraduate teacher education and sociology courses, both from Australia and internationally.

Secondary mathematics teachers working in the Australian education sector are required to plan lessons that engage with students of different genders, cultures and levels of literacy and numeracy. *Teaching Secondary Mathematics* engages directly with the Australian Curriculum: Mathematics and the Australian Professional Standards for Teachers to help preservice teachers develop lesson plans that resonate with students. This edition has been thoroughly revised and features a new chapter on supporting Aboriginal and Torres Strait Islander students by incorporating Aboriginal and Torres Strait Islander cultures and ways of knowing into lessons. Chapter content is supported by new features including

short-answer questions, opportunities for reflection and in-class activities. Further resources, additional activities, and audio and visual recordings of mathematical problems are also available for students on the book's companion website. Teaching Secondary Mathematics is the essential guide for preservice mathematics teachers who want to understand the complex and ever-changing Australian education landscape.

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.

School Reform in an Era of Standardization explores how teachers and school-based administrators navigate the processes of accountability and standardization in schooling systems and settings. It provides clear insights into how the work and learning of teachers and students in schools have been dramatically reconstituted by increased pressures of external, political scrutiny and accountability. The book reveals in detail the nature and effects of standardization processes upon schools and schooling systems. Specifically, it shows how curriculum development, teaching and assessment practices have all been recalibrated under conditions of increased external scrutiny of teacher and student work and learning, and how such processes are manifest in curriculum dominated by attention to literacy and numeracy, more 'scripted' pedagogies and standardized testing. However, the research not only elaborates the detrimental effects of such processes, but also how those responsible for educating in schools – teachers, heads of curriculum, deputy-principals and principals – have responded proactively by interpreting, interrogating and challenging these conditions. In this way, it provides resources for hope – evidence of what are described as more 'authentic accountabilities' – and at the same time it provides a clear portrait of the difficulty of fostering substantive curriculum, teaching and assessment reform during an era of increasingly reductive accountability processes. It will be an invaluable resource for

understanding and enhancing practices in schools and school systems in the decades to come, and for giving hope to educators in the ongoing work of rebuilding trust in public education.

International interest focuses on why pupils from East-Asia tend to outperform pupils from the West and scholars have proposed a number of possible explanations to account for these international trends. Using Vygotsky's theory (1978) as a conceptual framework to "construct" school achievement, this book puts forward culturally relevant context for understanding developmental aspects of children's school achievement and their implication to classroom practice and education progress. Converging the two important lines of inquiry – the child factor and the sociocultural factor – this book showcases evidence-based scholarly works from across the globe that shed light on causes of academic achievement in different contexts. The book brings together eminent scholars from early childhood, primary education, secondary and vocational education who expertly capture the vitality of development and processes of specific child factors and their interaction with their environment that explain their school achievement. Foregrounded in the five planes of cultural historical, institutional, social, personal and mental, the research explain how children think, learn and form the will to perform amidst the changing social and family environment, and challenging school and educational environment. A Dingo Ate My Math Book presents ingenious, unusual, and beautiful nuggets of mathematics with a distinctly Australian flavor. It focuses, for example, on Australians' love of sports and gambling, and on Melbourne's iconic, mathematically inspired architecture. Written in a playful and humorous style, the book offers mathematical entertainment as well as a glimpse of Australian culture for the mathematically curious of all ages. This collection of engaging stories was extracted from the Maths Masters column that ran from 2007 to 2014 in Australia's Age newspaper. The maths masters in question are Burkard Polster and Marty Ross, two (immigrant) Aussie mathematicians, who each week would write about math in the news, providing a new look at old favorites, mathematical history, quirks of school mathematics—whatever took their fancy. All articles were written for a very general audience, with the intention of being as inviting as possible and assuming a minimum of mathematical background.

Easy to read guide to NAPLAN, My School website, and getting the best education for your child. A clear and accessible book that answers every likely question parents could have about My School/NAPLAN/choosing a school. What makes a good school? What should a parent know and what should they ask? This book also covers hot topics such as what to do about a bad teacher, bullying, multi-cultural policies, enrolment policies, coaching, selective schools, private vs public. Maralyn Parker is an award-winning education columnist for The Daily Telegraph. Maralyn taught in primary and high schools in NSW, South Africa and England. She was the NSW Department of Education's first Information Officer in 1983 and had several books on education published during the 1980s & 90s. After working as a freelance education journalist

for several years Maralyn was employed as the Education Columnist for The Daily Telegraph in 1993. Maralyn's columns appear weekly in The Daily Telegraph and she also runs a popular blog on education.

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.

High-stakes educational testing is a global phenomenon which is increasing in both scale and importance. Assessments are high-stakes when there are serious consequences for one or more stakeholders. Historically, tests have largely been used for selection or for providing a 'licence to practise', making them high-stakes for the test takers. Testing is now also used for the purposes of improving standards of teaching and learning and of holding schools accountable for their students' results. These tests then become high-stakes for teachers and schools, especially when they have to meet externally imposed targets. More recent has been the emergence of international comparative testing, which has become high-stakes for governments and policy makers as their education systems are judged in relation to the performances of other countries. In this book we draw on research which examines each of these uses of high-stakes testing. The articles evaluate the impact of such assessments and explore the issues of value and fairness which they raise. To underline the international appeal of high-stakes testing the studies are drawn from Australia, Africa, the Caribbean, Europe, former Soviet republics and North America. Collectively they illustrate the power of high-stakes assessment in shaping, for better or for worse, policy making and schooling. This book was originally published as a special issue of *Assessment in Education: Principles, Policy & Practice*.

Creative Engagements with Children: International Perspectives and Contexts explores inter-disciplinary perspectives on the complex issues

surrounding the notion of engagement in education.

This book provides, for Australia, an independent analysis of major issues facing its educational evaluation and assessment framework, current policy initiatives, and possible future approaches.

Globalizing Educational Accountabilities analyzes the influence that international and national testing and accountability regimes have on educational policy reform efforts in schooling systems around the world. Tracing the evolution of those regimes, with an emphasis on the OECD's PISA, it reveals the multiple effects of policy as numbers in countries with different types of government and different education systems. From the effect of Shanghai's PISA success on nations trying to compete economically to the perverse effects of linking funding to performance targets in Australia, the analysis links testing and accountability to new modes of network governance, new spatialities, and the significance of data infrastructures. This highly illustrative text offers scholars and policy makers a critical policy sociology framework for doing education policy analysis today.

Educators require constructive information that details their students' comprehension and can help them to advance the learners' education. Accurate evaluation of students at all educational levels and the implementation of comprehensive assessment strategies are essential for ensuring student equality and academic success. The Handbook of Research on Formative Assessment in Pre-K Through Elementary Classrooms is an essential research publication that addresses gaps in the understanding of formative assessment and offers educators meaningful and comprehensive examples of formative assessment in the Pre-K through elementary grade levels. Covering an array of topics such as literacy, professional development, and educational technologies, this book is relevant for instructors, administrators, education professionals, educational policymakers, pre-service teachers, academicians, researchers, and students.

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.

Building Numeracy has been written to assist teachers, at all levels, to develop expertise and confidence in diagnosing student difficulties in mathematics. A series of numeracy screening tests are provided to allow teachers to readily assess a class, small group or individuals. The tests provide a picture of strengths and weaknesses or gaps in understanding. Building Numeracy also comes with a CD-ROM that contains a variety of digital resources designed to support the diagnosis and intervention processes.

The Use of Children's Literature in Teaching reveals the impact of politics, professional guidelines and restrictive measurements of literacy on the emerging identities of young teachers. It places renewed emphasis on the importance of creative teaching with children's literature for the empowerment of teacher agency to enhance the learning of their students. Framing the debate alongside the issue of teacher autonomy, Simpson describes results from a two-year study, which brings together information from interviews, surveys, document analysis and digital stories from Australia, Canada, the UK and the US to assess the role of children's literature in pre-service teacher education. Through cross-cultural comparison, this research captures the different levels of connection between politics, education systems, higher education and pre-service teachers. It exposes how politics, narrow views of professionalism and program structures in teacher education may adversely affect the development of pre-service teachers. This book presents a strong case that reading and responding critically to literary texts leads to better educational outcomes than basic decoding and low-level comprehension training. As such, this book will be of great interest to researchers and scholars working in the areas of teacher education and literacy and primary education. It should also be essential reading for

teacher educators and policymakers.

This book is designed for parents who want to help their children and for teachers who wish to prepare their class for the NAPLAN Literacy Tests. NAPLAN Tests are sat by Year 9 students Australia-wide. These tests are held in May every year.

This book is designed for parents who want to help their children and for teachers who wish to prepare their class for the NAPLAN Tests. NAPLAN Tests are sat by Year 5 students Australia-wide. These tests are held in May every year. The tests are in Literacy and Numeracy.

Assessment dominates our lives but its good intentions often produce negative consequences. An example that is central to this book is how current forms of assessment encourage shallow 'for-the-test' learning. It is true to say that as the volume of assessment increases, confidence in what it represents is diminishing. This book seeks to reclaim assessment as a constructive activity which can encourage deeper learning. To do this the purpose, and fitness-for-purpose, of assessments have to be clear. Gordon Stobart critically examines five issues that currently have high-profile status: intelligence testing learning skills accountability the 'diploma disease' formative assessment Stobart explains that these form the basis for the argument that we must generate assessments which, in turn, encourage deep and lifelong learning. This book raises controversial questions about current uses of assessment and provides a framework for understanding them. It will be of great interest to teaching professionals involved in further study, and to academics and researchers in the field.

This book constitutes the refereed proceedings of the 8th International Conference on the Theory and Application of Diagrams, Diagrams 2014, held in Melbourne, VIC, Australia in July/August 2014. The 15 revised full papers and 9 short papers presented together with 6 posters were carefully reviewed and selected from 40 submissions. The papers have been organized in the following topical sections: diagram layout, diagram notations, diagramming tools, diagrams in education, empirical studies and logic and diagrams.

Infused with our authors' personal experiences teaching, Literacy in Australia, 3rd Edition is delivered as a full colour printed textbook with an interactive eBook code included. This enables students to master concepts and succeed in assessment by taking the roadblocks out of self-study, with features designed to get the most out of learning such as animations, interactivities, concept check questions and videos. With a prioritised focus on the Aboriginal and Torres Strait Islander histories and cultures featured throughout the text, pre-service teachers will be well-equipped with the knowledge of what kinds of activities they can include in and out of the classroom for an enriching learning experience for their students.

Around the globe, various kinds of testing, including high stakes national census testing, have become meta-policies, steering educational systems in particular directions, and having great effects on schools and on teacher practices, as well as upon student learning and curricula. There has also been a complementary global aspect to this with the OECD's PISA and IEA's TIMSS and PIRLS, which have had impacts on national education systems and their policy frameworks. While there has been a globalized educational policy discourse that suggests that high stakes standardised testing will drive up standards and enhance the quality of

a nation's human capital and thus their international economic competitiveness, this discourse still manifests itself in specific, vernacular, path dependent ways in different nations. High stakes testing and its effects can also be seen as part of the phenomenon of the 'datafication' of the world and 'policy as numbers', linked to other reforms of the state, including new public management, network governance, and top-down and test-based modes of accountability. This edited collection provides theoretically and empirically informed analyses of these developments. This book was originally published as a special issue of the Journal of Education Policy.

Measuring Up demystifies educational testing - from MCAS to SAT to WAIS. Bringing statistical terms down to earth, Koretz takes readers through the most fundamental issues that arise in educational testing and shows how they apply to some of the most controversial issues in education today, from high-stakes testing to special education.

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.

Literacy for the 21st Century, 2e, gives students the strategies and ability to teach literacy effectively in Australian classrooms. Linking the theory and research to classroom practice, and with a greater emphasis on the use of digital literacies, students will gain a practical understanding of teaching reading and writing.

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