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Book Reviews

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BOOK REVIEWS

Scott A. and Freeman-Moir J. (Eds), (2000). *Tomorrow's Teachers : International and Critical Perspectives on Teacher Education*, Christchurch, Canterbury University Press, 219pp.

The editors of this book aimed to "raise the question of teacher education in a critical and thought-provoking way" and in this they have succeeded.

The initial chapters provide a useful critical introduction to the contemporary forms of teacher education policy in the USA, England, Australia and New Zealand. They make clear the sources of many of the teacher education policy imperatives current in Australia and show by example why Australian teacher education would be wise to resist these initiatives.

Chapters on teachers as corporate professionals and on teacher knowledge canvass issues related to a substantial basis for teacher education as does a chapter on teacher education as preparation for a learned profession. These chapters provide good overviews of differing bases for conceptualising aspects of teacher education, both preservice and professional development.

Peter Benton & Tim O'Brien (Eds.) *Special Needs and the Beginning Teacher*
London: Continuum (ISBN 0 8264 4889 5)

This book aims to give emerging teachers an understanding of the role of special education in mainstream settings. Chapters 1 and 2 deal primarily with the various policies and the implementation of these policies in the British school system.

Rather than describing the processes involved in formulating an IEP, chapter 3 discusses the theoretical underpinning of why they should be utilised. Chapters 4 to 8 are concerned with various types of special needs in the classroom: ESL students; students with emotional and behavioural difficulties; gifted students; hearing-impaired students and the visually impaired students. These chapters contain information, which is both relevant and useful for beginning teachers, for example, strategies to use when teaching these students. Chapters 9 to 12 discuss the academic difficulties that may be

A case study of the Open University program is a good indication why Australian teacher education should not follow the lead of English teacher education "reform" of the past decade. A chapter on American teacher education and its problems with urban diversity, while well written and containing some useful insights, seems less relevant and helpful than a chapter (strangely absent) on Australasian teacher education and indigenous issues. A chapter inviting us to consider teacher education in "new times" enjoins us to conserve and improve society as we always have sought to do.

For anyone wishing to reflect on the issues facing contemporary Australasian teacher education this book is highly recommended.

Bruce Haynes
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experienced by students, such as reading, spelling, writing and numeracy, and suggest ways to alleviate and remediate these difficulties. Chapter 13 is a very interesting and useful chapter on working with teacher's aides in the classroom, something that is often overlooked in special education training. The final chapter in this book is of very little practical use to the Australian perspective as it goes into detail on the Oxford Internship scheme and other courses available in Britain.

"Special Needs and the Beginning Teacher" has a great deal of relevant, useful, and practical information to offer to emerging teachers who are wishing to work in a mainstream setting. On the other hand it also contains information that is not relevant to the Australian market. There is a large body of text dealing with the policies relevant to Britain, whilst these are interesting,

there are not what is required by the Australian students. Also individual chapters that do not relate directly to policies discuss aspects of these policies in relation to the provision of services.

This book would not be particularly useful as a main text in an undergraduate course for the reasons stated above, but should be included as

an additional reference or in the library for further perusal by the student body. Whilst it contains useful information the perspective is too foreign for use with Australian students.

Dianne Chambers
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Bailey, R. & Macfadyen, T. (Eds.) (2000) *Teaching Physical Education 5-11*. London: Continuum. (ISBN 0 8264 4842 9)

“Teaching physical education 5-11” is a reasonably comprehensive overview text that is designed primarily to provide guidance to the student teacher who is taking physical education on a school experience and to the newly qualified teacher attempting to develop a rationale and strategies for the teaching of physical education. It would also be useful for the experienced teacher to encourage reflection upon their existing program and procedures.

The book is an addition to the “Children, Teachers and Learning” series that aim to stimulate interest in the subject matter with practical straight forward content based upon the realities of the classroom and on recent research.

It is organised into two parts with contributions from twelve authors who have varied backgrounds ranging from tertiary teacher education, through curriculum advisors to classroom teachers in the area of physical education and sport.

Part one of the book covers “good practice” and includes chapters on the nature and scope of physical education in the primary school; planning and preparation; creating and maintaining a positive learning environment; effective use of teaching styles; assessment, recording and reporting; inclusion; movement development; leadership and ensuring a safe learning environment.

With the possible exception of the chapter on subject leadership, the content covered in part one of the book would be mainly helpful and relevant to beginning teachers of physical education. The content is well set out with the

key points highlighted in a style that is clear, readable and free from jargon. Clear and practical examples based upon the reality of classroom practice help to illustrate the pedagogical skills covered in this section of the book.

Part two is directed towards curriculum content with chapters on the teaching of athletics, dance, games, gymnastics, health related exercise, outdoor and adventurous activities and swimming within the context of the British National Curriculum.

Although each chapter in part two only gives an overview of strategies and approaches for teaching each of these areas of the physical education curriculum, it would not only be a very useful starting point for beginning teachers but also provide ideas and examples that would help to redirect and stimulate the more experienced teacher.

Because of the breadth of content coverage this publication can only provide basic advice and guidance on the key components of the successful delivery of physical education in primary schools. Within this context the book contains some very helpful direction in the establishment of good practice and also a number of very useful and practical ideas for the teaching of specific content. The book is well organised, easy to read and would be a very worthwhile reference book for any primary teacher, particularly those just starting in the profession.

Ken Spencer
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