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this volume builds a conceptual basis for assessment promoting learning in content and language integrated learning clil classrooms and proposes practical assessment approaches and activities that clil teachers can apply in the classroom clil as an educational context is unique as language and content learning happen simultaneously the efficacy of such instruction has been studied extensively but assessment in clil classrooms has drawn much less attention the present volume aims to fill this gap arranged based on different ways that content and language are integrated in clil the chapters in this book together build a solid theoretical basis for assessment promoting learning in clil classrooms the authors discuss how assessment eliciting this integration yields insights into learners abilities but more importantly how these insights are used to promote learning the contributors to the volume together build the understanding of classroom based assessment as cyclic of teaching learning and assessment as inter related and of content and language in clil classrooms as a dialectical unity this volume will spark interest in and discussion of classroom based assessment in clil among clil educators and researchers enable reflection of classroom assessment practices and foster collaboration between clil teachers and researchers the assessment approaches and activities discussed in the volume in turn will help educators understand the scope of applications of assessment and inspire them to adapt these to their own classrooms

the new ib middle years programme myp curriculum for 11 to 16 year olds came into effect in september 2014 and will strengthen the ib s continuum of learning this edited collection will provide support for all those involved in the current period of preparation for implementation of the new programme the chapters are written by experienced practitioners from a range of relevant standpoints about

different aspects of the myp myp new directions examines the changes to the programme that have been introduced as well as those that are currently in progress and highlights challenges and opportunities for the future contributors judith fabian conrad hughes alexandra holland lance king marjorie lope patricia villegas gareth hegarty hege myhre michael huber oyndrilla mukherjee anthony hemmens and gillian ashworth

barnaby lenon a former schoolmaster and headmaster who is chair of the independent schools council takes an in depth look at the elements that make up a successful school he examines leading and latest research on school leadership and management looks at how teachers pupils parents and governors can achieve results and puts the spotlight on subjects exam systems and social mobility for his research he visited a number of schools that are achieving outstanding results john perryn primary school acton tollgate primary school newham king solomon academy marylebone burlington danes academy hammersmith west london free school hammersmith michaela community school wembley st mary magdalene academy islington dixons kings academy bradford tauheedul boys school blackburn london academy of excellence newham and brighton college his analysis of their innovations and achievements provides an insight into some of england s most successful schools

most books on teaching ask teachers to be inspirational to operate at 100 miles an hour with creativity oozing out of every pore dominic salles says that s unsustainable but you can get brilliant results using some simple practices taken from the myriad of educational research on classroom practices it isn t a guide to all the extra stuff you should do to become cool and awesome it is a book that will get you to forget about teaching and think about learning another way of saying it will help you to stop stressing about what you do and get the students to work harder and smarter at what they do dominic salles believes that every teacher can be slightly awesome and here he shows you how

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providing guidance that helps students practice and troubleshoot their exam technique these books send them into their exam with the confidence to aim for the best grades enables students to avoid common misconceptions and mistakes by highlighting them throughout builds students skills constructing and writing answers as they progress through a range of practice questions allows students to mark their own responses and easily identify areas for improvement using the answers in the back of the book helps students target their revision and focus on important concepts and skills with key objectives at the beginning of every chapter ensures that students maximise their time in the exam by including examiner s tops and suggestions on how to approach the questions this title has not been through the cambridge international examinations endorsement process

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