

Teaching Mathematics In Primary Schools

Learning in Primary Schools The Teaching of Science in Primary Schools Cross Curricular Contexts, Themes And Dimensions In Primary Schools Small-Scale Research in Primary Schools Primary Teaching The Teaching of Science in Primary Schools Management Skills in Primary Schools Setting in Primary Schools Policy and Practice in Primary Education Bullying in Schools Experiment and Tradition in Primary Schools Reading in Primary Schools Future Learning in Primary Schools What's Happening in Primary Schools? TALIS School Leadership for Learning Insights from TALIS 2013 Creative Teachers in Primary Schools Language Planning in Primary Schools in Asia Issues in Modern Foreign Languages Teaching Design And Technology In Primary School Classrooms Teaching Mathematics in Primary Schools Andrew Pollard Wynne Harlen OBE Gajendra K. Verma Kimberly Safford Catherine Carden Wynne Harlen Les Bell Inspectorate of Schools (Scotland) Robin Alexander Peter K. Smith Dorothy E. M. Gardner Geoffrey R. Roberts Jurgen Bar J. J. B. Dempster OECD Peter Woods Richard Baldauf Kit Field Les Tickle Robyn Zevenbergen Learning in Primary Schools The Teaching of Science in Primary Schools Cross Curricular Contexts, Themes And Dimensions In Primary Schools Small-Scale Research in Primary Schools Primary Teaching The Teaching of Science in Primary Schools Management Skills in Primary Schools Setting in Primary Schools Policy and Practice in Primary Education Bullying in Schools Experiment and Tradition in Primary Schools Reading in Primary Schools Future Learning in Primary Schools What's Happening in Primary Schools? TALIS School Leadership for Learning Insights from TALIS 2013 Creative Teachers in Primary Schools Language Planning in Primary Schools in Asia Issues in Modern Foreign Languages Teaching Design And Technology In Primary School Classrooms Teaching Mathematics in Primary Schools Andrew Pollard Wynne Harlen OBE Gajendra K. Verma Kimberly Safford Catherine Carden Wynne Harlen Les Bell Inspectorate of Schools (Scotland) Robin Alexander Peter K. Smith Dorothy E. M. Gardner Geoffrey R. Roberts Jurgen Bar J. J. B. Dempster OECD Peter Woods Richard Baldauf Kit Field Les Tickle Robyn Zevenbergen

the teaching of science in primary schools provides essential information for all concerned with primary school education about all aspects of teaching science it pays particular attention to inquiry based teaching and learning because of the more general educational benefits that follow from using this approach these benefits are often expressed in terms of developing general

scientific literacy and fostering the ability to learn and the motivation to continue learning this book also aims to help teachers focus on the big or powerful ideas of science rather than teaching a series of unrelated facts this leads children to an understanding of the nature and limitations of scientific activity this fully expanded and updated edition explores the compelling reasons for starting science in the primary school within school planning in the context of less prescriptive national requirements the value of having in mind the big ideas of science the opportunities for children to learn through greater access to the internet and social networking the expanding sources of materials and guidance now available to teachers on line greater attention to school and teacher self evaluation as a means of improving provision for children s learning the importance for both teachers and learners of reflecting on the process and content of their activities other key aspects of teaching such as questioning the importance of discussion and dialogue the formative and summative roles of assessment and strategies for helping children to develop understanding skills positive attitudes and enjoyment of science are preserved so also is the learner centred approach with an emphasis on children learning to take some responsibility for their activities this book is essential reading for all primary school teachers and those on primary education courses

the final volume of four the authors all specialists in the areas of the curriculum consider how the concerns of ethnic groups may be addressed within the framework of the national curriculum despite the indecision surrounding the structure content pedagogy and assessment of many components of the primary school curriculum it remains that the multicultural nature of the population and of schools will develop these developments and their educational implications must be considered if the educational system is to respond adequately

small scale research in primary schools provides guidance and inspiration for students and practitioners undertaking practical investigations and workplace enquiry in the primary school the 30 chapters are carefully selected to illustrate a range of approaches to educational enquiry and are particularly relevant to the range of practitioners who may carry out school based research as part of a course of study teachers trainee and newly qualified teachers teaching assistants learning mentors and staff who support children with individual needs research topics addressed in chapters include children s learning in the core curriculum subjects as well as themes central to teaching and learning important concepts and terminology are highlighted throughout more specifically areas of research explored include play special educational needs working with parents and families english as an additional language creativity language development learning environments small scale research in primary schools provides a straightforward highly accessible introduction to enquiry

approaches and research methodologies and the questions and challenges adults in schools encounter about children's learning it shows how small scale research in primary education can impact on professional thinking and learning it aims to provide constructive support for students and practitioners in extending their knowledge and understanding through workplace enquiry

this book includes full coverage of the content of professional studies modules and goes beyond to support trainees on placements and in their learning on the course

presenting an up to date discussion of the many aspects of teaching primary science this best selling book contains a strong focus on constructivist learning and the role of social interaction in learning

cover page halftitle page title page copyright page title page copyright page contents tables foreword acknowledgements chapter 1 the context of primary school management chapter 2 primary schools and their management an example chapter 3 headship management and leadership in the primary school chapter 4 profiles descriptions and specifications in the primary school chapter 5 the selection and appointment of staff in primary schools chapter 6 managing the primary team chapter 7 the primary school staff team its priorities and their management chapter 8 communication in the primary school chapter 9 managing change in the primary school chapter 10 evaluation appraisal and development in primary schools chapter 11 managing headship in the primary school references index

detailed accounts of two influential initiatives of the 1990s whose educational and political lessons remain highly relevant systemic and pedagogic reform in one of Britain's largest cities and the controversial three wise men government enquiry into primary teaching to which it led alexander's controversial and widely read report on primary education in Leeds has now been revised as a major study of policy initiatives in primary education and their impact on practice the book examines an ambitious programme of local reform aimed at improving teaching and learning in the primary schools of one of Britain's largest cities it addresses important questions about children's needs the curriculum classroom practice and school management when first published robin alexander's report was hailed as seminal and the most important document since Plowden but it was also quoted and misquoted in support of widely opposed political and media agendas this new edition retains part i from the first edition detailing the impact of Leeds LEA's programme for educational reform however it also provides a totally new and greatly extended part ii which gives an insider's account of the sequel to the Leeds report the government's 1992 three wise men report there is also a new introduction

bullying in schools is the first comparative account of the major intervention projects against school bullying that have been carried out by educationalists and researchers since the 1980s across europe north america and australasia working on the principle that we can learn from both successes and failures this book examines the processes as well as the outcomes and critically assesses the likely reasons for success or failure with contributions from leading researchers in the field bullying in schools is an important addition to the current debate on tackling school bullying

this edited book tells the story of the multifaceted efforts devoted by a future school in singapore the nan chiau primary school in shaping future learning it documents the various measures implemented by one primary school to improve student learning outcomes in a technology rich teaching and learning environment with the current interest in singapore's masterplan for ict information and communication technology in education and the increasing focus on teaching and learning design by leading education researchers and professionals this well timed book will appeal to policy makers educators and researchers

the oecd teaching and learning international survey talis is the largest international survey of teachers and school leaders using the talis database this report looks at different approaches to school leadership and the impact of school leadership on professional learning communities and

is creative teaching still possible in english schools can teachers maintain and promote their own interests and beliefs as well as deliver a prescribed national curriculum originally published in 1995 this book explores creative teachers attempts to pursue their brand of teaching despite the changes peter woods has discovered a range of strategies and adaptations to this end among such teachers including resisting change which runs counter to their own values appropriating the national curriculum within their own ethos enhancing their role through the use of others and enriching their work through the national curriculum to provide quality learning experiences if all else fails such teachers remove themselves from the system and take their creativity elsewhere a strong theme of self determination runs through these experiences while acknowledging hard realities the book is ultimately optimistic and a tribute to the dedication and inspiration of primary teachers the book makes an important contribution to educational theory showing a range of responses to intensification as well as providing many detailed examples of collaborative research methods

in foreign language education decisions must be taken on what languages to teach who will teach them in which schools i.e. all only urban only rural in which grades the number of hours a week and the cost involved this book explores

the answers to these questions across a number of asian polities it illustrates why some of the efforts undertaken are successful and why some are not why despite significant investments of time and resources some students do not seem to acquire the languages being taught and why some teachers responsible for instruction in the designated foreign languages have problems achieving fluency in the designated language or have other language teaching difficulties it suggests some strategies various polities might attempt to achieve their stated language learning objectives this book was originally published as a special issue of current issues in language planning

building on their learning about the teaching of mfl in itt courses and pgce courses this book encourages students and teachers to consider and reflect on issues so that they can make reasoned and informed judgements about their teaching

design and technology in primary school classrooms presents a comprehensive account of the development and nature of design and technology in the primary classroom from the modest beginnings in the 1980s to detailed implementation within the national curriculum it shows how the design problem solving process and the knowledge skills and understanding associated with design and technology can be developed by teachers who were previously unfamiliar with such activities case studies demonstrate the teaching strategies employed and illustrate in detail how children respond to design and technology in complex ways the book combines original classroom research data wuth extensive illustrations resource information and summaries of what design and technology in the national curriculum involves

a systematic research based introduction to the principles and practice of teaching mathematics at the primary school level this inquiry moves beyond traditional lockstep approaches to teaching mathematics to emphasize how students can learn to think mathematically in terms of globalization and new technologies

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