

Teaching Mathematics In Primary Schools

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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

this collection is the first of its kind bringing together holocaust educational researchers as well as school and museum educators from across the globe to discuss the potentials of holocaust education in relation to primary school children its contributors are from countries that have a unique relationship with the holocaust such as germany israel neutral switzerland and allied countries outside the uk their research provides new insight into the diverse ways in which primary aged students engage with holocaust education chapters explore the impact of teaching the holocaust to this age group school and museum teaching pedagogies and primary students perspectives of the holocaust this book will appeal to school and museum educators of primary aged students whose work requires them to teach the holocaust citizenship or civics or human rights education since the turn of the twenty first century there has been a transformation in school and museum based holocaust education this book clearly demonstrates that primary education has been included in this transformation

now in a fully updated seventh edition the teaching of science in primary schools provides essential information for students trainee and practising teachers about the why what and how of teaching primary science paying particular attention to inquiry based teaching and learning the book recognises the challenges of teaching science and provides suggestions and examples aimed to increase teachers confidence and pupils enjoyment of the subject this new edition explores changes in curriculum and assessment requirements in the uk advances in knowledge of how children learn expansion in the use of ict by teachers and children and expands on key aspects of teaching including the compelling reasons for starting science in the primary school strategies for helping children to develop understanding skills and enjoyment attention to school and teacher self evaluation as a means of improving provision for children s learning giving the latest information about the rationale for and use of inquiry based constructivist methodology and the use of assessment to help learning the book combines practice and theory explaining and advocating for particular classroom interactions and activities this book is essential reading for all primary school teachers and those engaged in studying

primary education

language literacy and learning in primary schools is a synthesis of the findings arising from four years of policy research and development in nigerian primary schools that focused on the gap between what teachers should know and be able to do and the realities of teaching and learning in classrooms it begins by critically examining the outcomes of primary schooling as measured by learning achievement results from national assessments and by identifying some core learning problems for nigerian primary school children it reviews the findings from recent research reports that studied teaching and learning processes in primary school classrooms and it identifies the pedagogical issues in primary classrooms that contribute to poor learning achievements this report describes a research and development program that set out to improve teaching and learning in core learning skill areas of the curriculum this study identifies priority areas for teachers professional development it suggests a policy framework for the continuing professional development of primary school teachers including the initial preparation of teachers and their induction into teaching it proposes medium and long term strategies to bring about the desired changes in teaching and learning through school based approaches to teacher development

this book introduces trainees and newly qualified teachers to the teaching of history in primary schools and covers key concepts skills and knowledge for the history curriculum at foundation stage ks1 and ks2 contents include planning teaching and learning strategies assessment reflection and evaluation as well as a range of practical ideas for classroom activities and cross curricular themes each chapter is underpinned by national and international research also included are links to important themes such as citizenship out of school learning sustainability diversity and inclusive practice throughout content is related to new initiatives such as every child matters and excellence and enjoyment

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

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

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

bilinguale unterrichtsformen sind in einem mehrsprachigen europa derzeit stark angesagt sowohl in der grund als auch der sekundarschule diese einfhrung gibt einen guten berblick ber aktuelle forschungsergebnisse konzepte fragen und praktiken des bilingualen unterrichts in der primarstufe das buch wendet sich gleichermaen an lehrkrfte referendare und studierende und informiert ber chancen und grenzen die bei der einfhrung bilingualer unterrichtsprogramme wie clil immersion oder bilinguale module bercksichtigt werden mssen jedes kapitel enthlt eine kurzzusammenfassung vor und nachbereitende fragen zum text sowie literaturempfehlungen zu den einzelnen bereichen

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

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

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

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 with extensive illustrations resource information and summaries of what design and technology in the national curriculum involves

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

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

even the youngest children in primary schools are now required not only to make art but also to study it developing an understanding of the huge variety of art and craft from different times and places but how do teachers actually tackle this when most have not studied art themselves this collection brings together case studies to show how a variety of teachers have used one particular art collection as a focus for practical art throughout the voices of the children involved show us how they react to their encounters with art objects this wealth of first hand evidence and practical experience will benefit all teachers

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