



Enriching the Primary Curriculum: Child, Teacher, Context
Series editor: Janet Moyles

Promoting Independent Learning in the Primary Classroom



Jill Williams

Promoting Independent Learning In The Primary Classroom

**Peter Blatchford, Kam Wing
Chan, Maurice Galton, Kwok Chan
Lai, John Chi-Kin Lee**

Promoting Independent Learning In The Primary Classroom:

EBOOK: Promoting Independent Learning in the Primary Classroom Jill Williams, 2003-02-16 From birth human beings are striving to make sense of the world They learn through interaction modelling first hand experience and independent action Most children arrive at school with the notion that being independent and having the desire to take responsibility has been seen in their homes as a good thing However what often happens is that responsibility may be denied them in school and further bids for independence are viewed as negative behaviour This book argues that independence in the classroom should be seen as beneficial for learners and also for teachers Jill Williams makes a compelling case for a climate in which decision making is valued where children are enabled to solve problems and where children and adults respect each others point of view arguing that this will be a climate in which independence flourishes In turn the benefits in terms of teaching and learning will be apparent for both the children and the teachers The notion of independence in the classroom is explored through vivid cameos showing positive relationships between teachers and learners inspirational classroom organization and management and examples of children taking their learning forward in an environment where they have choices The careful monitoring assessment and discussion of teaching and learning which is presented highlights the benefits for both learners and teachers when there is a focus on independence *Promoting Independent Learning In The Primary Classroom*

Williams, Jill, 2003-02-01 This book argues that independence in the classroom should be seen as beneficial for learners and also for teachers Jill Williams makes a compelling case for a climate in which decision making is valued where children are enabled to solve problems and where children and adults respect each others point of view arguing that this will be a climate in which independence flourishes In turn the benefits in terms of teaching and learning will be apparent for both the children and the teachers

Teaching and Learning in the Early Years David Whitebread, Penny Coltman, 2015-02-20 This best selling text book provides a broad ranging and up to date review of thinking and best practice within nursery and infant education Written around the basic truth that an effective early years curriculum must start with the children their needs and their potential the contributors to this classic text acknowledge that learning must have a strong element of fun wonder and excitement Fully revised and updated in light of recent changes to the Early Years curriculum with brand new chapters on assessment communication writing creativity and diversity the contributors address a range of fundamental issues and principles including an analysis of research into how children learn discussions of issues such as classroom organisation curriculum management and assessment a detailed section on play and language chapters covering individual curriculum areas including new chapters on music and PSHE Each chapter combines a review of important principles with practical and inspiring classroom examples throughout It is essential reading for all Foundations Stage and KS1 trainee teachers their tutors and mentors and serving teachers working in the 3-7 age range who wish to reflect upon and develop their practice

Fostering Independent Learning Virginia Smith Harvey, Louise A. Chickie-Wolfe, 2007-03-02 Accessible practical and

empowering this book gives school professionals the tools to put students in charge of their own learning Going beyond traditional study skills guides that focus on the mechanics of homework completion and test taking the authors address the underlying psychological factors that influence academic success and lifelong learning They provide step by step guidance and data based interventions for helping each student develop a repertoire of problem solving strategies in the areas of motivation emotional responses to learning behavior time management organization memory reading writing math and more In a large size format with lay flat binding to facilitate photocopying the volume includes dozens of reproducible handouts and forms This book is in The Guilford Practical Intervention in the Schools Series **Developmental Psychology and**

Early Childhood Education David Whitebread,2011-12-01 The importance of high quality early childhood education is now universally recognised and this quality crucially depends upon the practitioners who work with our young children and their deep understanding of how children develop and learn This book makes a vital contribution to this understanding providing authoritative reviews of key areas of research in developmental psychology and demonstrating how these can inform practice in early years educational settings The book s major theme is the fundamental importance of young children developing as independent self regulating learners It illustrates how good practice is based on four key principles which support and encourage this central aspect of development secure attachment and emotional warmth feelings of control and agency cognitive challenge adults supporting learning and children learning from one another articulation about learning and opportunities for self expression Each chapter includes typical and significant questions which arise in practice related to that area of development an up to date review of key research including insights from observational and experimental work with young children from evolutionary psychology and from neuroscientific studies of the developing brain practical exercises intended to deepen understanding and to inform practice questions for discussion recommended further reading This book provides an invaluable resource for early years students and practitioners by summarizing new research findings and demonstrating how they can be translated into excellent early years practice David Whitebread is Senior Lecturer in Developmental Psychology and Early Years Education in the Faculty of Education University of Cambridge *Developing Professional Practice 0-7* Sonia Blandford,Catherine Knowles,2013-11-04 *Developing Professional Practice 0 to 7* provides a thoroughly comprehensive and cutting edge guide to developing the understanding and practical skills necessary for working within early years education Chapter content is directly linked to the early years professional standards and pedagogical features are incorporated throughout the book to guide the student Chapter objectives at the start of each chapter clearly set out the learning goals for that chapter Reflect and relate to practice sections throughout the book encourage the student to apply theory to real practice in schools and other early years settings whilst also encouraging them to critically evaluate all core topics arguments and debates Discussion points spark debate by examining key controversies in detail What happens in practice sections illuminate the discussion with examples from real practice Additional resources and support are provided

via the companion website including self study questions case studies interviews with practitioners and students weblinks a glossary video clips and PowerPoint slides Developing Professional Practice 0 7 is essential reading for anyone training to work in the early years and an invaluable resource for all those already in the early stages of their careers Teaching Character in the Primary Classroom Tom Harrison,Ian Morris,John Ryan,2016-03-10 Teaching Character in the Primary Classroom provides an excellent and very accessible overview of the emerging field of character education It covers in detail the theory of character education as well as advice and guidance about how this should be applied in practice in primary schools Professor James Arthur University of Birmingham Character matters As more and more schools are choosing to teach Character Education trainee and beginning teachers need to know more What is Character Education Can it really be taught How does children s learning benefit from discussions around character in the classroom How do I teach it What does good teaching of Character Education look like in the classroom Teaching Character Education in Primary schools tackles these questions and many more This is a practical guide to why and how we can teach character in primary schools It begins by exploring why character matters and considers what character is and importantly what it is not It goes on to discuss the place for teaching character in primary education and includes practical guidance on how it can be taught The text also looks at character beyond the classroom how parents and the wider community can be included in the teaching of character and how outdoor learning and education can contribute This book is written for all those who are new to teaching character

Differentiating the Curriculum for Gifted Learners Wendy Conklin,Shelly Frei,2007-01-12 Learn strategies for identifying gifted students modifying content and differentiating instruction with this valuable resource no gifted classroom should be without Perfect for new teachers and educators who want to stay current Differentiating the Curriculum for Gifted Learners provides answers to questions relating to best practices in gifted instruction Providing up to date research based theory and practical applications this book not only addresses effective research supported ways to differentiate instruction but also explores the reasons why gifted students should be serviced and presents some of the most effective ways this can be accomplished 156pp Forest Schools Mark Brundrett,Elizabeth Malone,Avril Rowley,2025-02-12 Interest in Forest Schools has seen a phenomenal rise in recent years in many countries around the globe with thousands of children now experiencing this new context for learning Forest Schools have also provided a new focus for researchers wishing to find out more about the opportunities and benefits that can be derived from this specific form of outdoor learning This text brings together a wealth of material from academics independent researchers and practitioners who have explored this topic in detail and will be of interest to academic researchers those undertaking their own research on this and related topics for undergraduate and higher degrees and to practitioners and school leaders who wish to find out more about this intriguing approach to the education of children The chapters in this book were originally published in Education 3 13 **Organizing and Managing the Language Arts Block** Lesley Mandel Morrow,2003-01-01 This book offers essential guidance to

preservice and inservice teachers seeking to create revise or add new strategies to the teaching of the language arts block The focus is on how to implement effective strategies in the context of a well planned classroom and a smoothly choreographed daily schedule In a series of vivid case studies Lesley Mandel Morrow brings to life the methods used by exemplary teachers to create rich student friendly learning environments for children in grades K 4 No component of organizing the language arts block is omitted including setting up and running classroom learning centers assessing different instructional needs conducting whole class and small group meetings and linking language arts to content area instruction Enhancing the practical utility of the book are sample daily schedules and classroom management tips for each grade level along with dozens of reproducible learning activities lesson plans and assessment and record keeping tools

Planning and Using Time in the Foundation Stage Jill Williams, Karen McInnes, 2014-04-04 Operating on two levels this book aims to help students and practitioners understand how to plan and use time effectively within the foundation stage setting The book examines how children learn and play at different times of day how they function when they might be tired or hungry and how best to organize the learning day with this in mind The authors discuss the issue of environment how children relate to different areas within their own room and what happens when routines of time and place are altered The book also discusses how to develop children's understanding of time and how to incorporate the theme of time into children's play The book includes practical activities and examples that will allow children to fully comprehend the concept of time advice on how to create time for children to learn through play inquiry and investigation sections on how time can be used to include parents colleagues and the local community This book provides in depth analysis of how effective use of time can be beneficial for parents children and staff in early years setting

Education Studies Stephen Ward, 2004-02-26 Written specifically for students on Education Studies degree courses yet also relevant for students on teacher training courses Education Studies A Student's Guide introduces a wide range of topics and issues from knowledge and learning and policy and schooling to the ways in which education is a force for change across the globe The book is split into three comprehensive sections which challenge our assumptions about education It explores a wide range of perspectives on education in different countries and cultures provides critiques of current policies and practice and analyzes learning and the nature of knowledge itself Specific topics covered include the global dimension in the curriculum cultural and religious plurality in education the effective teacher gender and educational achievement special educational needs and inclusion in mainstream schools ICT and learning for the future language power and education With chapter summaries questions for discussion and reflection and suggestions for further reading Education Studies A Student's Guide will be a valuable resource for all students of Education Studies as well as BEd and PGCE students

Engaging Primary Children in Mathematics Margaret Sangster, 2016-02-25 Effective teaching is a combination of technical skills and knowledge but good teachers also need to understand how children learn and how they can most effectively be taught Engaging Primary Children in Mathematics explores the various strategies for

engaging children in mathematical learning in the light of theory and practice and is designed to talk straight to the teacher student about their classroom approach to the teaching of primary mathematics The importance of creating a learning environment in which children can learn to be young mathematicians where they can explore create and solve problems cannot be underestimated Margaret Sangster explores how students and practitioners can develop their practice by reviewing a range of approaches to the teaching of mathematics and the development of those young mathematicians with examples of thought provoking activities to inform their own practice

Developing Independent Learning In Science: Practical Ideas And Activities For 7-12 Year Olds Lakin, Liz, 2013-08-01 This practical guide to promoting and developing independent learning is presented in a mixed format using both diagrammatic and textual stimulus It offers tips and suggestions to achieve effective teaching and learning and raises standards by enabling the pupil to become independent and responsible for their own learning autonomous in their thinking and creative and critical in their understanding Liz Lakin describes a progression away from dependency on the classroom teacher whose role changes readily from teacher to facilitator Drawing on practice based research she introduces the skills and processes associated with independent learning through established strategies such as Assessment for Learning the use of Active learning techniques problem solving activities and peer assessment Each chapter presents tried and tested ideas strategies and activities for the development of higher order skills such as application synthesis evaluation and reflection to use with pupils across the dependency spectrum Several relate to the higher levels of attainment and are therefore applicable at Key Stage 3 The effectiveness of teacher pupil feedback and the role of homework form a significant focus for the latter part of the book A truly thought provoking interactive book with a difference that takes teachers on a learning journey It encourages us to reflect on how we learn how our pupils learn and what the collective implications for effective teaching and helping pupils to construct their learning are Reading and actively engaging with this book is indeed a learning journey invaluable to practitioners The text contains many invaluable references and deals with topics such as the value of homework how people learn and how people respond to techniques addressee to hem in learning situations An essential reading for practicing teachers and particularly students in training and their tutors Dr Sue Dale Tunnicliffe Senior lecturer in Science Education Institute of Education University of London UK There has never been a time when independent learning is more important in school science In Developing Independent Learning in Science Liz Lakin challenges the reader to examine how they teach science and why pupils respond as they do The result is a book that should be of great value to those who teach science to 7 12 year olds and to science educators in general A particular strength is the way the author interweaves rigorous thinking about learning with activities for the reader to help them engage with the text In addition there is a mass of useful thinking in here and plenty of classroom suggestions The book is worth reading simply for the honesty of the How not to climb Helvellyn case study Michael J Reiss Professor of Science Education Institute of Education University of London UK In this book Liz Lakin involves the readers in

the kind of independent learning that she is describing and advocating. It should enable practising teachers to stand back from their work to consider why we want children to learn in a certain way as well as providing useful ideas about how to do it. It is written in a personal and engaging style and is a unique addition to books on science teaching. Wynne Harlen OBE PhD Visiting Professor of Education University of Bristol UK

Bloomsbury CPD Library: Raising Attainment in the Primary Classroom Sonia Blandford, Catherine Knowles, 2018-11-01 Bloomsbury CPD Library Raising Attainment in the Primary Classroom is a complete guide for primary teachers to assess, plan and excel in raising the attainment of every child. Children begin school with considerable differences in their literacy and maths skills. For some children this gap widens as they go through school and may never close, leaving them without the basic levels required to succeed at secondary school. Experts Sonia Blandford and Catherine Knowles set out to help you understand the theory underpinning aspiration, access and achievement and what you can do to close the achievement gap in your school. Bloomsbury CPD Library Raising Attainment in the Primary Classroom specifically focuses on increasing access and raising aspirations of pupils as a means to improving attainment. This easy-to-follow title in the Bloomsbury CPD Library uses self-evaluation tasks and a full set of helpful ready-to-use training plans for hours of CPD sessions so you can offer your colleagues effective training in this crucial area to ensure every child in your school fulfils their potential. It is a full guide to raising attainment in the primary classroom that is split into two sections: teach yourself and train others. All handouts and presentations are provided in the book and are available as a free download from the companion website.

The EAL Teaching book Jean Conteh, 2015-10-31 As the number of children for whom English is an Additional Language in schools increases, how do teachers and trainees prepare to support them to succeed? This text is their toolkit. A complete guide to understanding learning from and teaching bilingual and EAL children in schools. The text begins by asking who are EAL learners and challenges some of the misconceptions about this group. It goes on to examine language in depth, providing focused theory to help teachers and trainees better understand the wider context of children's needs. This theory is supported by a wealth of information on practical teaching strategies and resources in the promoting learning section. The text covers planning across the curriculum for EAL, assessing EAL and bilingual learners and classroom organisation, offering day-to-day practical support for teachers. New to this second edition is a chapter on Using home languages and cultures in learning as well as many new case studies from practising teachers offering insight and knowledge on teaching this particular group.

Class Size Peter Blatchford, Kam Wing Chan, Maurice Galton, Kwok Chan Lai, John Chi-Kin Lee, 2016-04-28 Much debate, research and commentary about class sizes in schools is limited because of an exclusive concern with class size and pupil academic attainment and a neglect of classroom processes which might help explain class size effects or lack of them. Very little is known about the central question: how can teachers make the most of class size changes? Much of the commentary on class size effects has focused on Western and English-speaking countries but there are promising developments elsewhere, particularly the Small Class Teaching initiatives in East

Asia in the past decade which have brought new knowledge and practical wisdom to the class size debate This book seeks to move toward a clearer view of what we know and do not know about class size effects and to identify future steps in terms of policy and research There is a huge and exciting potential for international collaboration on knowledge concerning class size effects which can help with research informed policy The book aims to draw out Eastern and Western international contexts which underpin any understanding of the role of class size in school learning The book has chapters by an international team of experts on class size effects including Maurice Galton and John Hattie Chapters are organised into four main sections Socio cultural and political contexts to the class size debate in the East and West Research evidence on class size Class size and classroom processes likely to be related to class size changes Professional development for small class teaching in East Asia

Teaching Assistant's Handbook Louise Burnham, Helen Jones, 2002 This practical handbook contains information for candidates on the NVQ Teaching Assistants course or practitioners working alongside classroom teachers It explores all the aspects of establishing relationships with children supporting learning activities and managing behaviour

Developing Teacher Expertise Margaret Sangster, 2013-01-31 What are the issues that education raises for you Beyond the technical skills and knowledge aspects of education teachers and student teachers face questions which challenge their beliefs and approaches to their teaching and learning This book contains a series of short articles each of which encourage you to reflect on your own practice and challenge your beliefs about how and what you teach Questions explored include When does inclusion become exclusion for the rest of the class Do interactive whiteboards support or reduce creativity in the classroom Is drama a luxury in the primary classroom Should we be teaching other languages to children under seven Learning outside the classroom is it worth it What makes a reflective practitioner Essential reading for those training to teach children aged between 3 and 11 as well as practicing teachers looking to develop their practice

Language and the Joint Creation of Knowledge Neil Mercer, 2019-04-25 In the World Library of Educationalists series international experts themselves compile career long collections of what they judge to be their finest pieces extracts from books key articles salient research findings major theoretical and practical contributions so the world can read them in a single manageable volume Readers will be able to follow the themes and strands and see how their work contributes to the development of the field Language and the Joint Creation of Knowledge draws on the most prominent writing of Neil Mercer covering his ground breaking and critically acclaimed work on the role of talk in education and on the relationship between spoken language and cognition The text explores key themes relating theoretical ideas to research evidence and to practical educational situations that improve children's lives Offering students and researchers a clear accessible and up to date account of a sociocultural perspective on the relationship between spoken language and cognition it explains one of the key themes in Neil Mercer's work that humans have uniquely evolved the capacity to think together or interthink Offering a crucial insight into the work of Neil Mercer this selection showcases why his approach has become the dominant paradigm in

educational research and why it is increasingly influential in the psychology of teaching and learning This unique collection of published articles and chapters which represent the key themes and range of his research over the last 40 years will be of interest to all followers of his work and any reader interested in the role of language in education

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