

POSITIVE TEACHING

in the Secondary School

David H. Howell and Frank R. Martorel

Positive Teaching In The Secondary School

**United States. Congress. House.
Committee on Education and Labor**

Positive Teaching In The Secondary School:

Positive Teaching in the Primary School Frank Merrett, Kevin Wheldall, 1990-02-28 Managing troublesome behaviour in the classroom is a problem faced by every primary school teacher at some time. Some nursery and infant teachers claim that every year more and more young children are starting school with behavioural problems. Teachers too frequently complain of lessons being disrupted by unacceptable behaviour and yet the important skills of effective classroom management are seldom mentioned in initial teacher training. The authors are much in demand by schools to provide training in their positive teaching methods for dealing with troublesome behaviour. In this book they present their tried and tested procedures for establishing effective classroom behaviour management. The authors are Becoming A Teacher: Issues In Secondary Education Dillon, Justin, Maguire, Meg, 2011-07-01 *Becoming a Teacher 4e* remains a unique and powerful combination of ideas, analysis, questions, answers and wisdom, drawing on the professional experience of the editors and contributors. Consulting Students on Classroom Practice, 'Good' Teaching and Teacher Performance Craig Skerrett, 2024-09-19 *Consulting Students on Classroom Practice: Good Teaching and Teacher Performance* is about the consultation of students on teaching and learning matters in schools as part of typical school life, as opposed to students being consulted as part of a project that includes some kind of external support. Craig Skerrett makes not only a conceptual contribution by providing new thinking tools and a new way of understanding and articulating student voice in relation to classroom practice, and by developing and presenting a heuristic device to aid research on student voice and classroom practice, but a series of empirical contributions by reporting on interview data with a range of school-based actors to spotlight existing views, practices and issues, and to call attention to hopes, desires and fears for the future. The book provides a critical account of student voice in contemporary schools. Student voice is not taken at face value or accepted as being undisputedly positive, nor are schools or the people in them treated as homogenous entities devoid of context. Significantly, researcher subjectivity is central vis-à-vis the generation, examination, interpretation and presentation of the empirical data. There is no claim to objectivity in this book, and it is subjectivity that comes to the fore through what Skerrett coins the 'Interest' behind this research. Major emphasis is placed on his own experiences shaping his outlook. Skerrett occupies a certain vantage point and sees student voice through a particular lens, and this is reflected in the contents of this book. **Good Teaching in Higher Education** Immanuel Ulrich, 2023-08-23 How do I plan my course? How can I inspire students? How do I present myself? How do I want to teach? How do I test correctly? What teaching methods are there? Due to the lack of comprehensive university didactic training, teachers too often have to answer these and many other questions for themselves. This book is intended to counteract this and presents practical tips on good university teaching for all disciplines based on the current state of research. **Positive Teaching** Kevin Wheldall, Frank Merrett, 2017-09-13 Problems of classroom management and control are a recurring concern for many teachers. Disruptive behaviour and inattention hinder effective learning and impose a constant drain upon the teachers.

emotional resources Continual nagging at children only increases teacher stress what is needed is an effective alternative set of strategies Originally published in 1984 Positive Teaching seeks to meet this need by presenting the behavioural approach to teaching in a clear direct and lucid way By adopting the behavioural approach problem behaviour can be minimised or rapidly nipped in the bud when it does arise While punishment may be used in an attempt to stop almost any kind of behaviour only the appropriate use of positive methods applied contingently immediately and consistently can teach new more adaptive behaviour This is a crucial issue in real teaching and is rarely encountered or even discussed in most teacher education programmes It is the central focus of Positive Teaching This book is for all teachers from the beginning student to experienced head teachers for those teaching in a first school and for those teaching sixth formers for those experiencing difficulties and for those whose authority is already well established The behavioural approach offers practical support to those who are struggling and a rationale for the effective positive strategies of the successful We can all improve our teaching

Mentoring Geography Teachers in the Secondary School Grace Healy, Lauren Hammond, Steve Puttick, Nicola Walshe, 2022-02-27 Mentoring Geography Teachers in the Secondary School supports both new and experienced mentors in developing their knowledge and skills in mentoring in geography education Within the book chapter authors critically consider how mentoring has been conceptualised and represented in policy and academic debate as well as examining how mentoring in geography education has been experienced and perceived in practice Chapters in the book explore a range of perspectives experiences and aspects of mentoring geography teachers including Critical engagement with educational policy and practice Perspectives from beginning geography teachers Mentoring as a professional development opportunity The value of engaging with the geography education community in teacher education How mentoring meetings and conversations can support beginning geography teachers in their growth and development This book is a vital source of support and inspiration for all those involved in developing the next generation of geography teachers The themes of justice agency and voice raised and engaged with implicitly and explicitly throughout this edited collection are of critical importance to mentors beginning teachers and geography education more broadly in developing and enacting a progressive vision of mentoring

Positive Teacher Appraisal Through Classroom Observation Diane Montgomery, 2014-03-05 First Published in 1999 Enhancing the quality of teaching and learning in schools for the benefit of the teacher and pupil is not a matter of quick tips for teachers It requires a fundamental review by every teacher of their own performance and its effect on learners A significant way of achieving this is by reflection on performance which can best be supplied by systematic classroom observation and feedback from professional colleagues This book describes how to set up and engage in classroom observation using well established professional sampling frames It also illustrates how to use focused appraisal sessions and to deliver the feedback interview Underpinning the author's practical guidance is a tried and tested theory of improving teaching and learning for school development The approach is practical positive and supportive

and is designed for senior staff SENCOs teachers in primary and secondary schools and those taking INSET and continuing professional development courses English Teaching in the Secondary School Mike Fleming, David Stevens, 2009-12-04 A comprehensive guide to the theory and practice of teaching English in secondary schools *Totally Positive Teaching* Joseph Ciaccio, 2004 Discipline problems limited resources crowded classrooms Teachers face many issues each day that can wear down their love of education How can they stay focused and energized day in and day out In *Totally Positive Teaching* Joseph Ciaccio shares an approach that transformed him from a burned out veteran teacher struggling joylessly through each day to a professional who has fun with his students guiding them to success while enjoying the teaching process The conviction that people can adopt a new attitude is at the heart of Ciaccio's Totally Positive Approach When teachers enter the classroom with an upbeat attitude supported by constructive teaching techniques they can build trusting partnerships with students Ciaccio describes five techniques for creating a daily positive learning experience that nurtures student achievement Devising activities to meet the mutual needs of student and teacher Changing personal counterproductive feelings Responding to behavior problems with self discipline Helping underachievers become self motivated Developing instructional strategies to keep students engaged Ciaccio provides plenty of examples to illustrate how these techniques actually work in the classroom He also includes dozens of strategies and tips for introducing the Totally Positive Approach and making it take hold in your own work When teachers use the Totally Positive Approach students gain confidence take control of their lives and feel that they belong Just as important teachers enjoy enormous professional and personal growth seeing with new clarity how their own attitudes and actions help shape the next generation *Totally Positive Teaching* is an inspirational guide to approaching each school day with new energy insight and satisfaction Psychology of Education: Schools, teachers and parents Peter K. Smith, Anthony D. Pellegrini, 2000 *Positive Psychology in Higher Education* Acacia Parks, 2014-01-21 Positive psychology the scientific study of happiness is a rapidly burgeoning field and in no area more so than education More departments than ever are offering courses in positive psychology and demand for these courses is consistently high Graduate programs offering concentrations in positive psychology have appeared at both masters and doctoral level Educational institutions have expressed interest in using principles of positive psychology to inform institutional structure faculty development and pedagogy Positive psychology has been taught and applied in higher education for almost as long as it has existed as a field but there is little in the way of published literature that brings all of these developments together The chapters in this volume represent the use of positive psychology at all levels of higher education from institutional practices and curricular development to pedagogy and the teaching of positive psychology content itself This book provides an in depth look at this exciting area of applied positive psychology which will be relevant to educators and administrators alike This book is based on a special issue of *The Journal of Positive Psychology* **Educators with Disabilities** Joanne Gilmore, Diane Merchant, April Moore, 1981 **Efficiency in High Schools** High School Teachers

Association of New York City,1911 **Resources in Education** ,2000 **How Can Education Better Support the Mental Health & Wellbeing of Young People? Contributions From Developmental Psychopathology & Educational Effectiveness Research** James Elliot Hall,Jana Marinka Kreppner,2019-11-27 How can education better support the mental health wellbeing of young people Research in the 1970s that addressed this question has since proven seminal to the development of two co existing fields of research that continue to offer mutually informative insights Developmental Psychopathology DP and Educational Effectiveness Research EER DP and EER share the common agenda of understanding factors that relate to individuals learning and development DP focuses on the individual learning and developing in context EER investigates the educational systems structures and processes that shape how individuals learn and develop Given the complementarity of DP and EER it is somewhat surprising that they have rarely joined forces and synthesised knowledge to develop a fuller understanding of the roles educational contexts play in the mental health and wellbeing of students This Research Topic aims to stimulate such collaboration Transitions Through Education Elizabeth Fraser Selkirk Hannah,Divya Jindal-Snape,2022-02-28 Reauthorization of the Elementary and Secondary Education Act of 1965 United States. Congress. House. Committee on Education and Labor,2008 **The Good Education of Youth** Frederick Charles Gruber,2017-11-15 This book is a volume in the Penn Press Anniversary Collection To mark its 125th anniversary in 2015 the University of Pennsylvania Press rereleased more than 1 100 titles from Penn Press s distinguished backlist from 1899 1999 that had fallen out of print Spanning an entire century the Anniversary Collection offers peer reviewed scholarship in a wide range of subject areas *Overcoming Adversity in Education* Andrew Holliman,Kieron Sheehy,2022-11-01 Education exists within a complex and changing world and many learners face a variety of risk factors conditions circumstances situations or events that threaten to negatively impact upon their development and achievement These factors include disability race gender poverty violence and natural disasters It is adversities such as these that this book addresses what they are how they impact on learners and how to successfully address them Uniquely Overcoming Adversity in Education takes an international approach with structured chapters by experts from around the world to inform successful local practices The book explains why understanding adversity in education is so important and explores through practical case studies ways in which individuals institutions and cultures societies can help create positive outcomes for learners The reader will find and be able to draw upon exemplars of practice that illustrate the principles of creating and implementing successful proactive approaches interventions and coping strategies TALIS School Leadership for Learning Insights from TALIS 2013 OECD,2016-09-20 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

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