

reflective teaching

in primary schools

Andrew Pollard and **Dominic Wyse**

with Ayshea Craig, Caroline Dady, Sinéad Harney, Louise Hayward, Steve Higgins,
Amanda McGrory, Sarah Seleznyov and Ernest Spencer



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Reflective Teaching In The Primary School

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Reflective Teaching In The Primary School:

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Reflective Teaching in Primary Schools Andrew Pollard, Dominic Wyse, Ayshea Craig, Caroline Daly, Sinead Harmey, Louise Hayward, Steve Higgins, Amanda McCrory, Sarah Seleznyov, 2023-01-26 The book you can trust to guide you through your teaching career as the expert authors share tried and tested techniques in primary settings Dominic Wyse with Andrew Pollard have worked with top practitioners from around the UK to create a text that is both cohesive and that continues to evolve to meet the needs of today s primary school teachers This book uniquely provides two levels of support practical evidence based guidance on key classroom issues such as relationships behaviour curriculum planning teaching strategies and assessment evidence informed principles and concepts to help you continue developing your skills New to this edition More case studies and research summaries based on teaching in the primary school than ever before New reflective activities and guidance on key readings at the end of each chapter Updates to reflect recent changes in curriculum and assessment across the UK reflectiveteaching co uk provides a treasure trove of additional support

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Reflective Teaching Kenneth M. Zeichner, Daniel P. Liston, 2013-05-13 This volume outlines the assumptions and beliefs that distinguish the concept of the reflective teacher from the view of the teacher as passive and a mere technician a view that teacher education programs and schools have historically promoted The authors demonstrate how various conceptions of reflective teaching differ from one another They believe that it is only through teachers reflections on their own teaching that they become more skilled more capable and in general better teachers This is the first volume in the Reflective Teaching and the Social Conditions of Schooling series The major goal of both this book and of all of the volumes to follow in this series is to help teachers explore and define their own positions with regard to the topics and issues at hand within the context of the aims of education in a democratic society *Readings for Reflective Teaching in Schools* Andrew Pollard, 2014-02-27

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Reflective Learning and Teaching in Primary Schools Alice Hansen, Adrian Copping, Nick Clough, Mike Pezet, Peter Dudley, Lisa Murtagh, Elizabeth Gowing, Helen Davenport, Emma McVittie, 2012-05-18 Trainee teachers are expected to demonstrate reflective practice in many ways throughout their course Unlike other texts this book takes a focused look at what primary trainees need to know and offers specific and details guidance on how to be meaningfully reflective in learning and teaching Examining reflection as a tool for both teachers and children this text considers how teachers can encourage the children they teach to be reflective in their own learning and how this can improve learning and teaching Chapters on lesson study and reflective journals offer practical guidance and a chapter on using children's voice as a tool for reflection explores this popular topical theme Case studies and activities are included to help the reader relate theory to practice and all chapters are linked to the 2012 Teachers Standards About the Transforming Primary QTS series This series reflects the new creative way schools are beginning to teach taking a fresh approach to supporting trainees as they work towards primary QTS Titles provide fully up to date resources focused on teaching a more integrated and inclusive curriculum and texts draw out meaningful and explicit cross curricular links

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Colwell, Andrew Pollard, 2015-02-26 Readings for Reflective Teaching in Early Education is a unique portable library of exceptional readings drawing together seminal extracts and contemporary literature from international sources from books and journals to support both initial study and extended career long professionalism for early years practitioners Introductions to each reading highlight the key issues explored and explain the status of classic works This book along with the core text and associated website draw upon the work of Andrew Pollard former Director of the TLRP and the work of many years of accumulated understanding of generations of early years practitioners primary school teachers and educationalists Readings for Reflective Teaching in Early Education the core text Reflective Teaching in Early Education and the website provide a fully integrated set of resources promoting the expertise of early years professionals The associated website www.reflectiveteaching.co.uk offers supplementary resources including reflective activities research briefings and advice on further readings It also features a glossary of educational terms links to useful websites and showcases examples of excellent research and practice This book forms part of the Reflective Teaching series edited by Andrew Pollard and Amy Pollard offering support for reflective practice in early primary secondary further vocational university and adult sectors of education

Reflective Learning and Teaching in Primary Schools Alice Hansen, 2012 A guide to improving learning and teaching through reflective practice for trainee primary teachers

Reviewing **Reflective Teaching In The Primary School**: Unlocking the Spellbinding Force of Linguistics

In a fast-paced world fueled by information and interconnectivity, the spellbinding force of linguistics has acquired newfound prominence. Its capacity to evoke emotions, stimulate contemplation, and stimulate metamorphosis is actually astonishing. Within the pages of "**Reflective Teaching In The Primary School**," an enthralling opus penned by a highly acclaimed wordsmith, readers embark on an immersive expedition to unravel the intricate significance of language and its indelible imprint on our lives. Throughout this assessment, we shall delve in to the book is central motifs, appraise its distinctive narrative style, and gauge its overarching influence on the minds of its readers.

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