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Reflective Teaching in the Primary School: A Handbook for the Classroom (Cassell Education)

Pollard, Andrew

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Reflective Teaching In The Primary School A Handbook For The Classroom

Lynn D. Newton



Reflective Teaching In The Primary School A Handbook For The Classroom:

Reflective Teaching in the Primary School Andrew Pollard,1997 This is the 3rd edition of a best selling education textbook written for students and experienced primary school teachers promotes systematic self evaluation or reflection as a means of professional development

Teaching Children 3 - 11 Anne D Cockburn,Graham Handscomb,2006-02-18 This book has something for all students combining theory with useful practical advice Issues I know students often find challenging such as behaviour management making the most of the tutor s visit and working with other adults are all included a worthwhile investment for students on any ITT course Child Education Teaching Children 3 11 is a book for those contemplating a career in primary teaching those about to embark on initial teacher education and those who are simply interested in the business of teaching children aged three to 11 years It provides an overview of the key aspects involved in becoming a primary teacher both in terms of new government initiatives e g the National Primary Strategy collaboration and networking and personalization but also in terms of what it is to be a trainee teacher in the rapidly evolving world of primary schooling This Second Edition brings readers up to date with the many changes that have taken place in primary education in the last five years and the book now takes into account the many different ways of becoming a trainee teacher including open learning in school training and modular study New material in this edition includes a look at CPD studies especially reflection lifelong learning and mentoring collaborative practice and further discussion on professional values and working with other adults in the classroom

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

Fostering Reflective Teaching Practice in Pre-Service Education Djoub, Zineb,2017-08-11 As with any industry the education sector often goes through frequent changes It is every educator s duty to keep up with these shifting requirements and alter their teaching style accordingly Fostering Reflective Teaching Practice in Pre Service Education is an essential reference source that provides a detailed analysis of the most efficient and effective ways for teachers to adapt to changes in their industry Featuring relevant topics such as reflective teaching methodology lifelong learning programs pioneer service learning and

technology integration in education this book is ideal for current educators future teachers academicians students and researchers that would like insight into the best practices for keeping up with the demanding changes in the education field

Mentoring Teachers in the Primary School Kristy Howells, Julia Lawrence, Judith Roden, 2020-12-28 Mentoring Teachers in the Primary School helps mentors of trainee and newly qualified primary school teachers to both develop their own mentoring skills and provide the essential guidance their beginning teachers need as they navigate the roller coaster of the first years in the classroom Offering tried and tested strategies based on the best research it covers the knowledge skills and understanding every mentor needs Together with tools for self evaluation this book is a vital source of support and inspiration for all those involved in developing the next generation of outstanding teachers Key topics for primary mentors include the role of the mentor mentoring relationships mentoring in specialist areas mentoring development Filled with guidance to support mentors own development as well as the development of beginning primary teachers Mentoring Teachers in the Primary School is a vital guide for mentors of primary school teachers both trainee and newly qualified with ready to use strategies that support and inspire mentors

Teaching and Learning through Reflective Practice Tony Ghaye, 2010-12-09 Now in its second edition Teaching and Learning through Reflective Practice is a practical guide to enable all those involved in educational activities to learn through the practices of reflection The book highlights the power that those responsible for teaching and learning have to appraise understand and positively transform their teaching Seeing the teacher as a reflective learner the book emphasises a strengths based approach in which positivity resilience optimism and high performance can help invigorate teaching enhance learning and allow the teacher to reach their full potential This approach busts the myth that reflection on problems and deficits is the only way to better performance The approach of this new edition is an appreciative one At its heart is the exploration and illustration of four reflective questions What s working well What needs changing What are we learning Where do we go from here With examples drawn from UK primary teacher education the book reveals how appreciative reflective conversations can be initiated and sustained It also sets out a range of practical processes for amplifying success This book will be a must have for undergraduate and PGCE students on initial teacher training programmes It will also interest practising teachers teacher educators and those on continuing professional development courses

Learning to Teach in the Primary School Teresa Cremin, James Arthur, 2014-02-24 Flexible effective and creative primary school teachers require subject knowledge an understanding of their pupils and how they learn a range of strategies for managing behaviour and organising environments for learning and the ability to respond to dynamic classroom situations This third edition of Learning to Teach in the Primary School is fully updated with reference to the new National Curriculum and has been revised to provide even more practical advice and guidance to trainee primary teachers Twenty two new authors have been involved and connections are now made to Northern Irish Welsh and Scottish policies In addition five new units have been included on making the most of your placement play and exploration in learning

behaviour management special educational needs phonics With Masters level reflective tasks and suggestions for research based further reading the book provides valuable support to trainee teachers engaged in learning through school based experience and through reading discussion and reflections as part of a teacher education course It provides an accessible and engaging introduction to knowledge about teaching and learning that every student teacher needs to acquire in order to gain qualified teacher status QTS This comprehensive textbook is essential reading for all students training to be primary school teachers including those on undergraduate teacher training courses BEd BA with QTS BSc with QTS postgraduate teacher training courses PGCE SCITT and employment based teacher training courses Schools Direct Teach First plus those studying Education Studies This textbook is supported by a free companion website with additional resources for instructors and students and can be accessed at www.routledge.com/cw/Cremin

Meeting the Standards in Primary Science Lynn D. Newton, 2013-04-15 Meeting the Standards in Primary Science provides primary science subject knowledge the pedagogical knowledge needed to teach science in primary schools support activities for work in schools and self study information on professional development for primary teachers This practical comprehensive and accessible book should prove invaluable for students on primary initial teacher training courses PGCE students lecturers on science education programmes and newly qualified primary teachers

Children's Spaces Mark Dudek, 2012-05-04 This collection of essays is concerned with the experiences children have within the supervised worlds they inhabit as well as with architecture and landscape architecture International examples of innovative childcare practice are illustrated together with the design processes which informed their development The emphasis here is on new and experimental childcare projects which set out to reassert the rights of children to participate in a complex multi faceted world which is no longer available to them unless under adult supervision Research supports in depth recommendations regarding the ideal children s environment across a range of contexts and dimensions Until recent times the needs of children within the urban environment were largely ignored There is little tradition and no broadly agreed contemporary architectural or landscape theory as to how children should be provided for beyond a limited functional agenda There is a sense that architecture for childhood is not taken seriously it is either whimsical and ephemeral or largely designed for adults an adjunct to the more important business of adult needs and aspirations Yet children access much of their education and development through play and social interaction with their childhood counterparts The spaces in and around childrens daycare centres schools supervised parks and other dedicated childrens environments are the subject of this collection As more and more purpose designed buildings and gardens for children are opened the need to listen to children and their carers is becoming more aparant Mark Dudek gathers together a number of internationally recognized experts in the field of childcare environments to write about different aspects of the landscape They have been chosen in particular because of their background in enquiring research orientated work both theoretical and practical They listen to and watch children Contributors have considered the childs environment as one

which is secure and controlled yet offers additional environmental dimensions which extend developmental possibilities Children often spend a great deal of time in daycare facilities and schools as parents are absorbed in their own work and leisure activities This places an emphasis on architects and planners to consider the needs of children in great detail As such the childrens environment must be conceived of as a rich complex place a world within a world We use the word LANDSCAPE in recognition that children do not differentiate between the inside and the outside private and public every part of their perception is open to stimulation by a stimulating environment

Key Issues for Primary Schools Michael Farrell,2003-09-02 Key Issues for Primary Schools is a concise comprehensive guide to the main issues in primary education and the implications for schools Presented in a convenient A Z format the book includes coverage of special educational needs attendance truancy and exclusion bullying and behavioural problems management and administration safety and security There is also a review of up to date DfEE requirements and suggestions for further action and reading The addresses of useful contacts help to make it a reference book no primary school should be without

Contemporary Issues in Teaching and Learning Peter Woods,2013-11-05 Since the 1988 Education Reform Act our education system has undergone dramatic changes and this in turn has raised a number of controversial issues and questions This reader brings together key articles both recently published and specially commissioned which address these issues and place them in context Issues covered include the curriculum teaching and learning assessment school effectiveness and improvement Various themes run throughout the book include the quest for quality within a social context the application of theory and research to practice and the positive roles played by both teachers and students in adapting to recent change

Positive Placements David Midwinter, Tracy Whatmore,2011-06-02 *Equality and Power in Schools* Anne Lodge, Kathleen Lynch,2004-11-23 Based on a study of 12 schools over a two year period this book explores issues of equality and power both in the classroom and in the staffroom Through classroom observation interviews with pupils and staff focus groups and questionnaires the authors examine classroom practice grouping and streaming peer group relations and attitudes to power relationships both between pupils and teachers and amongst teachers themselves They also look particularly at the different experiences of pupils in single sex and co educational schools The authors findings offer an insight into the way schools operate in terms of social class gender religion and ethnicity and raise fundamental questions about the use and abuse of power in schools and how this affects the lives of pupils and staff This book will be of interest to those studying education sociology gender studies and women s studies and to policy makers and teachers in senior management roles

Creative Approaches to Teaching Primary RE Maggie Webster,2014-06-11 As an increasingly significant aspect of primary teaching Creative Approaches to Teaching Primary RE is the essential companion to help bring creativity to life in the classroom The text begins with a discussion of creative education and the value of Religious Education moving on to reflect on the cross curricular nature of the subject exploring ways of introducing creativity to the classroom through the medium of

Religious Education Each chapter provides ideas and activities demonstrating how pedagogy and theory can be applied in practice within a school setting The inclusion of case studies will help you consider how to develop creative approaches in all curriculum areas This book invites you to ask questions such as What is Creative Education Why should RE be included in the ever changing curriculum How can I use Religious Education to generate a more creative environment in the classroom

Managing the Literacy Curriculum Michael Beveridge, Malcolm Reed, Alec Webster, 2005-08-03 This book focuses on a critical period for pupils between the ages of nine and thirteen when the demands made on children's literacy change fundamentally and when children establish life time patterns of reading and non reading It provides a framework for teachers and managers to help set up a whole school approach to literacy based on a series of steps which enable managers to find out how literacy is perceived by teachers and effectively used within classroom contexts Practical guidance on how schools can help pupils who have literacy difficulties on methods of assessment and reporting and on how outside agencies can be involved will be particularly helpful to teachers and heads of department

Reflective Teaching in Schools Andrew Pollard, Kristine Black-Hawkins, Gabrielle Cliff Hodges, Pete Dudley, Mary James, Holly Linklater, Sue Swaffield, Mandy Swann, Fay Turner, Paul Warwick, Mark Winterbottom, Mary Anne Wolpert, 2014-02-27 Building on best selling texts over three decades this thoroughly revised new edition is essential reading for both primary and secondary school teachers in training and in practice supporting both initial school based training and extended career long professionalism Considering a wide range of professionally relevant topics *Reflective Teaching in Schools* presents key issues and research insights suggests activities for classroom enquiry and offers guidance on key readings Uniquely two levels of support are offered practical evidence based guidance on key classroom issues including relationships behaviour curriculum planning teaching strategies and assessment processes routes to deeper forms of expertise including evidence informed principles and concepts to support in depth understanding of teacher expertise Andrew Pollard former Director of the UK's Teaching and Learning Research Programme led development of the book with support from primary and secondary specialists from the University of Cambridge UK *Reflective Teaching in Schools* is part of a fully integrated set of resources for primary and secondary education Readings for *Reflective Teaching in Schools* directly complements and extends the chapters in this book Providing a compact and portable library it is particularly helpful in school based teacher education The website reflectiveteaching.co.uk offers supplementary resources including reflective activities research briefings advice on further reading and additional chapters It also features a glossary links to useful websites and a conceptual framework for deepening expertise This book is one of the *Reflective Teaching Series* inspiring education through innovation in early years schools further higher and adult education

Readings for Reflective Teaching Andrew Pollard, 2002-01-01 This unique book provides the reader with a mini library of over one hundred readings containing both classic and contemporary readings international contributors material drawn from books and journals An essential reference resource in its own right *Readings for Reflective Teaching* also

contains numerous cross references to Andrew Pollards *Reflective Teaching* *Essential Teaching Skills* Chris Kyriacou,1998 In his familiar and accessible style Chris Kyriacou examines the nature and development of teaching skills Taking into account the DfES s competencies for newly qualified teachers this will be a valuable aid for student and newly qualified teachers and provides excellent guidance for experienced teachers and mentors *Reflective Teaching in Secondary Education* Andrew Pollard,Pat Triggs,1997 This book is intended to provide flexible and comprehensive support for school based and school focused teacher education in a wide range of circumstances It is an excellent resource for students teachers mentors and tutors and can be used in almost any form of professional development activity The book is full of Practical Activities and Notes for Further Reading It is a comprehensive and innovative handbook which deals with every significant aspect of secondary school teaching **Teaching History 3-11** Lucy O'Hara,Mark O'Hara,2001-01-01 These books provide a constructive highly accessible and above all practical introduction to the teaching of Geography and History in early years and primary settings In particular they prepare initial teacher training students to meet government requirements for entry into the teaching profession These are comprehensive guides to o Geographical and historical knowledge and understandingo Planning teaching and class managemento Monitoring assessment recording reporting and accountabilityo General professional requirements

Reviewing **Reflective Teaching In The Primary School A Handbook For The Classroom**: 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 A Handbook For The Classroom**," an enthralling opus penned by a very acclaimed wordsmith, readers attempt an immersive expedition to unravel the intricate significance of language and its indelible imprint on our lives. Throughout this assessment, we shall delve 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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Reflective Teaching In The Primary School A Handbook For The Classroom Introduction

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