

# Psychology in the Classroom: Reconstructing Teachers and Learners (...)

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# Psychology In The Classroom Reconstructing Teachers And Learners

**Tony Eaude**



## **Psychology In The Classroom Reconstructing Teachers And Learners:**

Psychology in the Classroom Phillida Salmon, 1995 Phillida Salmon offers an alternative vision to the consumerist images of education which have prevailed in political thinking Using the approach of personal construct psychology she shows how meaning is centrally important This has profound implications for understanding how people learn and why they often fail to learn In tracing the logic of this approach in education the author considers the position of teachers and the possibilities and constraints of their own learning For pupils school learning is often unofficial and unintended In this the culture of school institutions plays a major part Differential pupil destinies are carried by special categorization The meaning of such labels is examined in this study BOOK JACKET Title Summary field provided by Blackwell North America Inc All Rights Reserved

Learning to Teach in the Secondary School Susan Capel, Marilyn Leask, Sarah Younie, 2016-03-17 Learning to teach involves hard work and careful preparation To become an effective teacher requires pedagogical and subject knowledge an understanding of your pupils and how they learn and the confidence to respond to dynamic classroom situations Learning to Teach in the Secondary School is the market leading text for all undergraduate postgraduate and school based routes to qualified teacher status It offers an in depth and practical introduction to the knowledge skills and understanding needed to become a confident and effective teacher With a focus on evidence based practice the book includes a wealth of examples to demonstrate how to successfully apply theory to practice and how to critically analyse your practice to maximise pupil learning This 7th edition is fully updated in light of the latest initiatives evidence and research in the field offering comprehensive coverage unit by unit of the key concepts and skills addressed on initial teacher education courses in preparation for work in schools The wide range of pedagogical features support both university based work including that up to Masters Level and school based initial teacher education and are designed to help you develop those qualities that lead to good practice and a successful future in education Written by expert practitioners thirty six essential units include adopting a positive approach to managing behaviour to support learning ways pupils learn planning lessons units of work and schemes of work motivating pupils assessment inclusion and special educational needs using ICT and digital technologies pupil grouping progression and differentiation managing time workload and stress getting your first teaching post Learning to Teach in the Secondary School provides practical help and guidance for many of the situations and potential challenges you are faced with in school Supported by the Learning to Teach Subjects in the Secondary School Series it is an essential purchase for every aspiring secondary school teacher Thinking Through Pedagogy for Primary and Early Years Tony Eaude, 2011-01-10 This practical accessible book encourages a deep often challenging consideration of how young children learn and how teachers and other adults best support their learning Essential reading for education students it draws on research and practice to help readers reflect critically on their beliefs and practice After comparing different views of pedagogy it explores children s development and the importance of culture and context emphasising the attributes of

successful learners relationships and the learning environment Readers are helped think through how different aspects of pedagogy are interlinked and consider the implications for breadth balance planning and assessment and continuing professional development *Teaching Young Adults* Trevor Dawn, Joe Harkin, Gill Turner, 2013-07-04 Further and Higher Education in the UK has expanded greatly in recent years bringing into education large numbers of young people who present teachers with new challenges At the same time there is an immense pressure to improve the quality of learning and teaching and to encourage students to be active participants in the process This book is aimed at teachers aspiring teachers and other professionals in upper secondary schools further education colleges and universities who wish to increase learner motivation and to create opportunities for greater learner autonomy It will relate learning theory to practice provide practical help for teachers to understand how they tend to interact with students suggest how they may build a repertoire of teaching styles that foster sharing of responsibility with learners for more effective learning **Supporting Children and Youth Through Spiritual Education** Kirmani, Mubina Hassanali, Chapman, Amy L., Steele, Barbara M., Moallem, Mahnaz, Schroth, Stephen T., 2023-07-17 Across academic circles over the last few decades the interest and inquiry on spirituality continues to broaden Currently the school system in the United States and many Western countries put their focus on academic achievement at the expense of preparing their students inner cores for skills they will need to deal with a more complex and challenging world to come Supporting Children and Youth Through Spiritual Education provides a platform for researchers and experts in the field of spirituality in children and youth to voice the urgent need for an educational system that truly nurtures the whole child The book also considers the need to remove the misunderstandings about the terms spirituality and religion among those who work directly with children and youth Covering key topics such as religion cognitive development and spiritual needs this reference work is critical for principals administrators industry professionals researchers scholars practitioners academicians instructors and students **Thinking Through Teaching** Susan Hart, 2013-12-19 This work offers a challenging approach to enhancing children s learning through a process of reflective analysis called innovative thinking Using practical examples drawn from a variety of learning contexts the author provides a framework for reviewing and reflecting on classroom experience focusing particularly on those aspects of teaching and learning that are surprising puzzling or worrying outlines a series of steps that should help teachers generate new ideas and practical strategies to guide the development of their work offers an approach which emphasizes strategies that can be incorporated into teachers work with the whole class and to the potential benefit of all children and illustrates how innovative thinking can assist teachers in enhancing the learning and inclusion of individual children whose classroom responses give cause for concern Young Children and Classroom Behaviour Sue Roffey, Terry O'Reirdan, 2013-10-23 First Published in 2001 This book takes an overall perspective on young children s behaviour Rather than offering a single approach or a specific strategy to deal with children s difficult behaviour it clarifies all those factors which must be taken into

account when promoting positive behaviour in school The message is that it is the whole package that makes the difference A strategy is only as good as the context in which it takes place

Developing the Expertise of Primary and Elementary Classroom Teachers Tony Eaude, 2018-01-25 Developing the Expertise of Primary and Elementary Classroom Teachers challenges many current assumptions about primary education Tony Eaude uses international research and the experiences of teachers at different career phases to indicate that primary classroom teachers with a high level of expertise adopt a wide repertoire of strategies and a flexible reciprocal and intuitive approach to planning assessment and teaching He explores why a deep understanding of how young children learn the ability to create an inclusive environment relationships of care and trust and teachers who are attuned to children are essential Eaude argues that to develop qualities such as confidence and resilience to exercise informed intuition and to create a robust professional identity many constraints on manifesting expertise some of which are emotional some more structural must be overcome Drawing on the research on professional learning Eaude shows that these abilities and qualities are learned over time through regular sustained contextualised opportunities relating theory and practice with the years soon after qualification particularly significant He highlights that the professional knowledge and judgement required in complex changing situations is acquired and refined mainly through guided practice and experience backed by reflection and engagement with research The need for supportive professional learning communities and for policy which encourages primary classroom teachers enthusiasm creativity and willingness to innovate is emphasised and an enriched apprenticeship model using a variety of processes including observation of other teachers practice mentoring case studies and discussion is advocated

**Learning and Teaching at M-Level** Hazel Bryan, Chris Carpenter, Simon Hoult, 2010-04-14 This text guides readers through the different aspects of doing M level work at either primary or secondary stage helps to develop a deeper professional understanding Chapters include primary secondary vignettes examples to link theory into practice as well as questions activities suggestions for further reading

*New Perspectives on Young Children's Moral Education* Tony Eaude, 2015-12-17 New Perspectives on Young Children's Moral Education explores how to approach young children's moral education in a world of uncertainty and change What is moral education How do young children learn to act and interact appropriately How do we enable children to recognise that how they act and interact matters How can character virtues and value help young children internalise qualities associated with living a good life Challenging many current assumptions about ethics and education Tony Eaude suggests that a moral dimension runs through every aspect of life and that ethics involves learning to act and interact appropriately based on an ethic of care and enduring qualities and attributes to equip children to resist strong external pressures Drawing accessibly on research in neuroscience and psychology he discusses how young children learn highlighting the role of emotion culture example habituation and feedback Small actions can help to develop agency empathy and thoughtfulness and a sense of moral identity with an increasing emphasis on self regulation a vocabulary of ethics and intrinsic motivation Eaude explores

how character virtues and values can help young children and adults to recognize and internalize qualities associated with living a good life He identifies how adults and learning environments can support these processes and shows why an inclusive approach is needed rather than focusing on these topics only in particular settings programmes or lessons Recognising pitfalls and dilemmas Eade argues that an approach based on virtue ethics and an apprenticeship model is suitable in school and other settings both religious and otherwise internationally Learning Without Limits Hart, Susan, Dixon, Annabelle, Drummond, Mary Jane, 2004-03-01 This book explores ways of teaching that are free from determinist beliefs about ability In a detailed critique of the practices of ability labelling and ability focussed teaching Learning without Limits examines the damage these practices can do to young people teachers and the curriculum Drawing on a research project at the University of Cambridge the book features nine vivid case studies from Year 1 to Year 11 that describe how teachers have developed alternative practices despite considerable pressure on them and on their schools and classrooms

**Identity, Culture and Belonging** Tony Eade, 2020-02-20 Tony Eade argues that the foundations of a robust but flexible identity are formed in early childhood and that children live within many intersecting and sometimes conflicting cultures He considers three meanings of culture associated with often implicit values and beliefs the arts and spaces for growth In exploring how young children s identities as constructed and constantly changing narratives are shaped he discusses controversial intersecting factors related to power in terms of race ethnicity gender religion class physical ability and age Eade explores how young children learn often tacitly highlighting reciprocity example habituation and children s agency and voice He emphasises the importance of a sense of belonging created through trusting relationships and inclusive environments with adults drawing on and extending children s cultural capital and funds of knowledge Eade shows how a holistic education requires a breadth of opportunities across and beyond the school curriculum and highlights how play the humanities and the arts enable children to explore how it is to be human and to become more humane broadening horizons and helping challenge preconceptions and stereotypes This radical inclusive and culturally sensitive vision for an international audience challenges many current assumptions about identity culture childhood and education

**The Spirit of the School** Julian Stern, 2011-11-03 Recent interest in personalized learning and the issues raised by Every Child Matters have led to renewed enthusiasm for the more personal and holistic aspects of schooling This fascinating monograph draws on empirical evidence from schools across the world to answer key questions such as What is the spirit of the school How does it differ from school ethos What can teachers and pupils do to contribute to the spirit of the school Drawing heavily on research into learning theories from the social constructivist tradition community from the philosophy of John Macmurray and dialogue from the philosophy of Martin Buber Julian Stern s unique and illuminating book will stimulate fresh thinking about spiritual education

**The Routledge International Handbook of Education, Religion and Values** James Arthur, Terence Lovat, 2013-08-21 The academic fields of religion and values have become the focus of renewed interest in

contemporary thinking about human activity and its motivations The Routledge International Handbook of Education Religion and Values explores and expands upon a range of international research related to this revival The book provides an authoritative overview of global issues in religion and values surveying the state of the academic area in contributions covering a wide range of topics It includes emerging controversial and cutting edge contributions as well as investigations into more established areas International authorities Arthur and Lovat have brought together experts from across the world to examine the complexity of the field of study The handbook is organised around four key topics which focus on both the importance of religion and values as broad fields of human enquiry as well as in their application to education inter agency work and cross cultural endeavours The Conceptual World of Religion and Values Religion and Values in Education Religion and Values in Inter agency Work Religion and Values in Cross cultural Work This comprehensive reference work combines theoretical and empirical research of international significance and will be valuable reading for students researchers and academics in the field of education

**Children's Spirituality and Traditions** Elaine Champagne, 2024-04-16 Do traditions contribute to children's spirituality Why and how so From theoretical and practical considerations this book explores children's weaving of and distancing from family cultural educational and religious traditions It examines the transformational relationship between traditions and young people's lives and spirituality and pursues answers to the following questions What kind of traditions influences young people's spirituality and how are those influences exerted How and under the influence of whom do children develop their own worldviews and their own sets of values How does that contribute to their identity building How is children's spirituality connected to traditions The chapters in this book seek answers to these questions by delving into the varied influences that contribute to children's spiritual development such as construction of identities the role of rituals fables and symbols subcultures and new religious movements neoliberal educational practices and the importance of play and languages in spirituality experienced by both the children and the young Insightful and thought provoking this book will be a key resource for practitioners researchers and scholars in theology and religious studies early childhood and education education developmental psychology and children's studies and will also appeal to anyone interested in understanding the relationship between traditions and young people's lives The chapters included in this book were originally published in the International Journal of Children's Spirituality

**The Bloomsbury Handbook of Culture and Identity from Early Childhood to Early Adulthood** Ruth Wills, Marian de Souza, Jennifer Mata-McMahon, Mukhlis Abu Bakar, Cornelia Roux, 2021-07-15 How do children determine which identity becomes paramount as they grow into adolescence and early adulthood Which identity results in patterns of behaviour as they develop To whom or to which group do they feel a sense of belonging How might children adolescents and young adults negotiate the gap between their own sense of identity and the values promoted by external influences The contributors explore the impact of globalization and pluralism on the way most children and adolescents grow into early adulthood They look at the influences

of media and technology that can be felt within the living spaces of their homes competing with the religious and cultural influences of family and community and consider the ways many children and adolescents have developed multiple and virtual identities which help them to respond to different circumstances and contexts They discuss the ways that many children find themselves in a perpetual state of shifting identities without ever being firmly grounded in one potentially leading to tension and confusion particularly when there is conflict between one identity and another This can result in increased anxiety and diminished self esteem This book explores how parents educators and social and health workers might have a raised awareness of the issues generated by plural identities and the overpowering human need to belong so that they can address associated issues and nurture a sense of wholeness in children and adolescents as they grow into early adulthood

**Creating Learning without Limits** Mandy Swann, Alison Peacock, Susan Hart, Mary Jane Drummond, 2012-04-16 This book tells the story of how one primary school community worked to build a learning environment that is inclusive humane and enabling for everybody a place free from the damaging effects of fixed ability thinking and practices Drawing on compelling accounts of everyday life in the school it describes how in just a few years the school once in special measures grew into a thriving community with distinctive views of learning curriculum and pedagogy monitoring and accountability that found expression in every aspect of school life The work of the school community was guided by the findings of a previous project Learning without Limits Hart Dixon Drummond and McIntyre 2004 an empirical study of the classroom practice of individual teachers who had rejected the concept of fixed ability Creating Learning without Limits explores what becomes possible when the same ideas and principles are used creatively to guide and inspire whole school improvement This book is not simply a celebration of the success of the school it engages with the struggles and difficulties encountered by the staff as they set about learning to reshape pedagogy and curriculum by reference to their shared values of inclusion social justice and human educability It gives a detailed analysis of how the headteacher harnessed the power of collective action The insights generated by this study have enduring relevance and applicability to people in other contexts for staff groups craving for more equitable school improvement for individual teachers wondering how best to foster children's learning capacity for school leaders and teacher educators who find their values increasingly compromised Creating Learning without Limits takes on one of the most important issues in education today This is a must read for educators policy makers and parents alike Jo Boaler Professor of Mathematics Education Stanford University California Formerly a teacher and researcher at the Universities of London and Sussex This will undoubtedly turn out to be amongst the most important educational books of the decade If you want to know why the standards agenda must inevitably fail and what we might do instead read this book Professor Michael Fielding Institute of Education University of London UK This is an inspiring and reviving book Anne Watson Professor of Mathematics Education University of Oxford UK This book provides a grounded demonstration of the importance of educational principles the most important of which is the understanding that



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Julie Lilly Head Teacher UK     *A Philosophy of Schooling* Julian Stern, 2018-02-19 This book provides an optimistic account  
of the value and role of schooling Schooling is a common but not universal approach to education and has need of its own  
distinctive justification in contrast to other approaches such as home based or work based education The book tackles and  
rejects the various large scale functional theories of schooling which continue to dominate current debates and policies such  
as schooling supporting employment and the economy or developing citizenship Instead it argues that schooling and schools  
should be viewed as places to learn community within and through community The lived reality of relationships within  
schools based on care and curiosity is as strong as ever and upon this foundation is built an original philosophy of schooling  
This reflective book will appeal to students and scholars of philosophy of education and to all professionals concerned with  
schools     *Schools and Religions* Julian Stern, 2007-05-08 The link between schools and religions is an area of lively debate  
Looking at two challenges of the 21st century social inclusion and globalization this book analyses the role that religion can  
play in fostering communities in schools and its implications for social cultural and other developments in both national and  
international contexts     *The Women Who Reconstructed American Jewish Education, 1910-1965* Carol K. Ingall, 2010-07-31  
The first volume to examine the contributions of women who brought the forces of American progressivism and Jewish  
nationalism to formal and informal Jewish education

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