

**Reflective  
Teacher  
Development  
in Primary  
Science**

*Peter Ovens*

With a Foreword by John Elliott

# Reflective Teacher Development In Primary Science

**Sandra K. Abell, Ken Appleton, Deborah  
Hanuscin**



## **Reflective Teacher Development In Primary Science:**

**Reflective Teacher Development in Primary Science** Peter Ovens, 2005-08-10 Dominant theories about primary science contend that knowledge is the key Ovens challenges this view showing through case studies that inquiry and reflection play a significant part in the learning process This applies to pupils teachers and teacher educators Taking curiosity as a pre condition for good learning Ovens shows that it is possible to increase the desire to learn more and learn better to improve confidence in the ability to inquire to imbue pupils with the courage to seek improvement to place trust in collaborative processes to raise awareness of significant detail and to encourage open mindedness Handbook of Research on Science Education Sandra K. Abell, Ken Appleton, Deborah Hanuscin, 2013-03-07 This state of the art research Handbook provides a comprehensive coherent current synthesis of the empirical and theoretical research concerning teaching and learning in science and lays down a foundation upon which future research can be built The contributors all leading experts in their research areas represent the international and gender diversity that exists in the science education research community As a whole the Handbook of Research on Science Education demonstrates that science education is alive and well and illustrates its vitality It is an essential resource for the entire science education community including veteran and emerging researchers university faculty graduate students practitioners in the schools and science education professionals outside of universities The National Association for Research in Science Teaching NARST endorses the Handbook of Research on Science Education as an important and valuable synthesis of the current knowledge in the field of science education by leading individuals in the field For more information on NARST please visit <http://www.narst.org> **Elementary Science Teacher Education** Ken Appleton, 2013-12-16 Co Published with the Association For Science Teacher Education Reflecting recent policy and standards initiatives emerging research agendas and key innovations this volume provides a contemporary overview of important developments and issues that have in recent years shaped elementary science education pre service courses and professional development and practices that are shaping future directions in the field Contributors from several countries who are actively engaged in research and design in elementary science education address Conceptual issues which impinge on contemporary science teacher education Intersections of content pedagogy and practice and Professional development as a contextualized practice Elementary Science Teacher Education International Perspectives on Contemporary Issues and Practice offers a clear picture of the current state of the field and directions for the future to the benefit of elementary science teacher educators aspiring teacher educators school policy makers other professionals involved in science education and ultimately the millions of elementary school children who will gain from improved practice **Studying Science Teacher Identity** Lucy Avraamidou, 2016-04-11 The overarching goal of this book volume is to illuminate how research on science teacher identity has deepened and complicated our understanding of the role of identity in examining teacher learning and development The collective chapters both theoretical and empirical present an

array of conceptual underpinnings that have been used to frame science teacher identity document the various methodological approaches that researchers have implemented in order to study science teacher identity within various contexts and offer empirical evidence about science teacher identity development The findings of the studies presented in this volume support the argument that teacher identity is a dynamic multidimensional and comprehensive construct which provides a powerful lens for studying science teacher learning and development for various reasons First it pushes our boundaries by extending our definitions of science teacher learning and development as it proposes new ways of conceptualizing the processes of becoming a science teacher Second it emphasizes the role of the context on science teacher learning and development and pays attention to the experiences that teachers have as members of various communities Third it allows us to examine the impact of various sub identities personal histories emotions and social markers such as ethnicity race and class on science teachers identity development The book aims at making a unique and deeply critical contribution to notions around science teacher identity by proposing fresh theoretical perspectives providing empirical evidence about identity development offering a set of implications for science teacher preparation and recommending directions for future research

*Tasks in Primary Mathematics Teacher Education* Barbara Clarke,Barbro Grevholm,Richard

Millman,2008-11-17 *Tasks in Primary Mathematics Teacher Education* is intended to advance relevant research and innovative international practices in the preparation and professional development of mathematics teachers Emerging from discussion at the ICMI study on teacher professional development this volume focused on primary and elementary teachers culls a richness that can only be found by gathering wisdom from varied experiences around the world The choice of tasks and the associated pedagogies is a key aspect of teaching and learning mathematics Arguing that what students learn is largely defined by the tasks they are given several major themes are presented One such major strand the form function and focus of tasks is discussed throughout several chapters offering analysis discussion of implementation and exemplars of a broader category of illustrative techniques for developing critical understanding

*Reflective Theory and Practice in Teacher Education* Robyn Brandenburg,Kathryn Glasswell,Mellita Jones,Josephine Ryan,2017-03-30 This book offers a detailed examination of reflective practice in teacher education In the current educational context where reflective practice has been mandated in professional standards for teachers in many countries it analyses research based evidence for the power of reflective practice to shape better educational outcomes The book presents multiple theoretical and practical views of this often taken for granted practice so that readers are challenged to consider how factors such as gender and race shape understandings of reflective practice Documenting approaches that enhance learning the contributions discuss reflective practice across the globe with a focus on pre service in service and university teachers At a time when there is pressure to measure teachers work through standardised tests the book highlights the professional thinking that is integral to teaching and demonstrates ways it can be encouraged in beginning teachers Aimed at the international community of teacher

educators in schools and universities it also includes a critical examination of methodological issues in analysing and evaluating reflective practice and showcases the kind of reflective practice that empowers teachers and pre service teachers to make a difference to students

**Reconstructing Teacher Education** John Elliott, 2012 This book maps out a new paradigm of teacher education and by implication professional education generally The book opens with two alternative theories of teacher education and training and explains the concepts and assumptions on which they rest including beliefs about the nature and role of education in society It then proposes a natural science paradigm and its implications for establishing a coherent view of teacher education Subsequent chapters indicate the professional implications of such a model

**Routledge Library Editions: Education Mini-Set N Teachers & Teacher Education Research 13 vols**

Various, 2021-06-23 Dealing with all aspects of teacher education in the past 50 years the 13 books in this set originally published between 1969 and 1996 discuss how the education system in the UK has changed the impact of restructuring on teachers teacher expectations around the world and other important topics in the sociology of education and teacher research

*Using Digital Video in Initial Teacher Education* John McCullagh, 2025-02-28 A research based critical yet practical exploration of the benefits of using digital video in teacher education Digital video is easy to use and student teachers find it incredibly helpful Since Dwight Allen first used microteaching five decades ago video has been recognised as an ideal medium for capturing the complex nature of teaching Through its accurate and honest representation of reality it reveals both the cognitive and affective aspects of learning to teach This book serves as a theory related rationale and a practice informed critical guide for teacher educators considering how best to use video within their programmes It explores how video technology can be used to enrich learning in both higher education and school settings enhancing the continuity of the learning experience Using evidence based examples of best practice and critical discussions relating theory and policy to practice it encourages teacher educators to engage with the use of video technology and explore how it meets the needs of learners and the current requirements of initial teacher education

*Science Teacher Preparation in Content-Based Second Language Acquisition* Alandeom W. Oliveira, Molly H. Weinburgh, 2016-10-25 The primary purpose of this book is to provide science teacher educators with exemplars of professional development programs designed to prepare school teachers to effectively help language learners in science classrooms simultaneously gain language proficiency and conceptual understanding To this end this book examines seventeen science teacher preparation programs that span a wide variety of grade levels elementary middle and secondary countries Italy Luxemburg Spain UK and US and linguistic contexts English as a Second Language English as a Foreign Language trilingual classrooms and teaching deaf children science through sign language The book is divided into three main parts Each part consists of chapters that illustrate a common cross cutting theme in science teacher preparation in content based second language acquisition namely pre service teacher preparation in service teacher preparation and international perspectives Each part provides many insights on the similarities and

differences in the professional development approaches used to prepare science teaching with varied amounts of instructional experience help students in different parts of the world overcome linguistic barriers while simultaneously learning concepts central to science. Bringing together researchers from various academic backgrounds, science education, TESOL, and Applied Linguistics, attention is given to varied facets of the intersection of science and language learning in the specific context of school teacher preparation.

**Resources in Education**, 1997

Handbook of Research on Science Education, Volume II Norman G. Lederman, Sandra K. Abell, 2014-07-11 Building on the foundation set in Volume I, a landmark synthesis of research in the field, Volume II is a comprehensive state-of-the-art new volume highlighting new and emerging research perspectives. The contributors, all experts in their research areas, represent the international and gender diversity in the science education research community. The volume is organized around six themes: theory and methods of science education research; science learning; culture, gender, and society; and science learning, science teaching, curriculum, and assessment in science. Each chapter presents an integrative review of the research on the topic, pulling together the existing research, working to understand the historical trends and patterns in that body of scholarship, describing how the issue is conceptualized within the literature, how methods and theories have shaped the outcomes of the research, and where the strengths, weaknesses, and gaps are in the literature. Providing guidance to science education faculty and graduate students and leading to new insights and directions for future research, the *Handbook of Research on Science Education, Volume II* is an essential resource for the entire science education community.

*Science in Early Childhood* Coral Campbell, Wendy Jobling, Christine Howitt, 2021-01-19 It is widely recognised that science explorations are vital in children's lives as they make sense of the world. Now in its fourth edition, *Science in Early Childhood* provides a comprehensive and engaging introduction to science in the early years. Each chapter has been updated to include current research and to address changing priorities in early childhood science education. The text features new chapters on Indigenous ways of knowing, science inquiry approaches to learning, and teaching science inclusively. *Science in Early Childhood* complements the Australian Early Years Learning Framework and the Australian Curriculum: Science. Concepts, processes, and skills are brought to life through detailed case studies, practical tasks, and reflective activities. Instructors can also supplement learning by drawing on the extensive materials located on the companion website. Renowned for its accessible and informative content, *Science in Early Childhood* is essential for all pre-service early childhood educators.

New Teaching and Teacher Issues Mary B. Klein, 2006 Teaching is a profession which is so enormous and so packed with significance that the issues related to it have a consistently high ranking with members of society in virtually every public opinion poll. These issues include multicultural education, teacher training and accreditation, burnout, teaching under conditions particular to a world-wide, certain country, student behaviour, and preparation, computers in the classroom, parental influence on the teaching process, the changing curriculum, and its meaning for teaching, budgetary problems, and a multitude

of similar issues This book presents issues current to the field from educators and researchers from around the globe

Student-Teacher Research Jyoti Raina, Gunjan Sharma, 2025-08-29 This book focuses on the conceptualisation and practice of student teacher research STR Despite existing practices and global discourse on the importance of STR in foregrounding teaching as a research based profession STR remains underexplored particularly in the Indian context This volume engages in a reflective analytic empirical exploration of STR its contexts concepts nature practices experiences challenges and status in initial teacher education ITE in India An important contribution the book will be indispensable to scholars and researchers of education in India The book will be essential in various teacher education programmes across the country

**A Guide to Early Years and Primary Teaching** Dominic Wyse, Sue Rogers, 2016-04-20 How do people become effective teachers This is the textbook students need to support them on this journey no matter their training route or whether primary or early years in focus Through a unique pairing of academic research and teaching expertise each chapter is collaboratively authored by an academic specialist and an experienced practitioner to provide a realistic and practical view of teaching children from years 3 11 The book combines all the major topics theories and research students need to know along with up to date policy and legislation Inventive and practical learning aids and carefully crafted online resources will help readers to Understand helpful learning aims at the beginning and summaries at the end of every chapter guide students through each topic Apply Spotlight on Practice features highlight real teaching examples Putting it into Practice features provide advice on how key concepts can be employed in real life whilst classroom activities on the website provide further ideas for teaching Reflect on key concepts as well as your own practice and values through the reflection points and author podcasts on the website outlining key issues to stimulate critical thinking Go further with informative annotated further reading at the end of every chapter links to relevant websites integrated throughout and carefully selected SAGE journal articles freely available on the website This is an essential textbook for use across all your primary and early years teaching courses whether students are training to be lower upper primary school teachers or early years practitioners including those on undergraduate or postgraduate teacher training courses and employment based routes

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](http://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

**(Re)learning as Reflective Practitioners** Linley Cornish, 2024-07-15 This book examines significant developments in reflective practice delving into research conducted with novice teachers It fills a gap in existing literature by examining the how of reflective practice How do professionals learn reflective practice fostering relearning How do they guide students mentees and novices in adopting reflective practices Stemming from teacher education the focus is extended beyond this field emphasizing the relevance of these strategies across professions It is divided into three parts thinking about reflection learning to reflect and becoming a reflective practitioner It offers fresh perspectives on conceptualizing reflective practice and suggests practical strategies for integrating it into pre service coursework assessment training and development Intended for academics practitioners and educators across disciplines this book serves as a comprehensive guide for anyone committed to fostering reflective practice within their professional sphere

*Learning to Teach* Neville Bennett, Clive Carre, 2002-01-31 The Leverhulme Primary Project reported here provides for the first time evidence on what is actually happening in teacher education today and on how novice teachers learn their craft The book looks in detail at the experience of all the student teachers on one post graduate primary teacher training course and of those responsible for them in their university and in schools It tracks them as they work to acquire the appropriate subject and pedagogical knowledge and as their own beliefs about teaching develop during the course A final section follows some of the students through their first year as qualified teachers Teacher education is going through a period of radical change and more people than ever before now have some responsibility whether in higher education or in school for the training of teachers None of them can afford to ignore the fresh insights into how teachers are made contained in this book

Exploring Elementary Science Teaching and Learning in Canada Christine D. Tippet, Todd M. Milford, 2023-04-01 This edited volume showcases current science education research in Canada from pre Kindergarten to Grade 7 conducted in Canada by a diverse group of researchers from across the country We draw on the themes that emerged from our previous book *Science Education in Canada Consistencies Commonalities and Distinctions* to guide the structure of this book on elementary science education research In particular chapters on science teacher preparation Indigenous perspectives



environmental education science technology engineering and mathematics STEM and science technology society and the environment STSE reflect a Canadian perspective However these themes are of global interest and authors include ideas for how science education research in Canada might be used by academics and researchers in other countries This book builds a cohesive picture of current elementary science education research in Canada highlighting themes that will resonate with international readers

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