

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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Readings for Reflective Teaching in the Primary School Andrew Pollard, 1996

Reflective Teaching Andrew Pollard, Janet Collins, 2005-03-04

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designed to support school led teacher education as well as a wide range of school university partnership arrangements. Uniquely two types of reading are provided: summaries enabling easy access to evidence on key classroom issues including relationships, behaviour, curriculum planning, teaching strategies and assessment processes; analyses of deeper forms of understanding about teaching and learning processes to support the development of expertise throughout a teaching career. This collection of readings is edited by Andrew Pollard, former Director of the UK's Teaching and Learning Research Programme, with the advice of primary and secondary specialists from the University of Cambridge. Readings for Reflective Teaching in Schools is part of a fully integrated set of resources for primary and secondary education. Reflective Teaching in Schools focuses on how to achieve high quality teaching and learning. By design it offers both practical support for effective practice and routes towards deeper expertise. 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. Reflective Teaching Kenneth M. Zeichner, Daniel P. Liston, 2013-11-07. This popular text provides a clear, succinct explanation of how reflection is integral to teachers' understandings of themselves, their practice and their context, and elaborates how various conceptions of reflective teaching differ from one another. The emphasis on the importance of both self and context is embedded within distinct and varied educational traditions: conservative, progressive, radical and spiritual. Throughout the text, the reader is encouraged to examine his/her assumptions and understandings of teaching, learning and schooling, and to reflect on self and context. The major goal of this book is to help teachers explore and define their own positions with regard to key topics and issues related to the aims of education in a democratic society. Its core message is that such reflection is essential to becoming more skilled, more capable and, in general, better teachers. New in the Second Edition: Underscores use of critical educational texts and film to encourage reflection; highlights emotional features of teaching and reflection; addresses spiritual, contemplative domains in educational traditions. Companion Website: *Readings for Reflective Teaching in Early Education* Jennifer 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 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

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

Reflective Teaching in Early Education Jennifer Colwell, Helen Beaumont, Helen Bradford, Julie Canavan, Emma Cook, Denise Kingston, Holly Linklater, Sue Lynch, Catriona McDonald, Sheila Nutkins, Sarah Ottewell, Chris Randall, Tim Waller, 2015-02-26 Reflective Teaching in Early Education is the definitive textbook for reflective professionals in early education drawing on the experience of the author team and the latest research including the Teaching and Learning Research Programme TLRP findings It offers extensive support for both undergraduate and postgraduate students and career long professionalism for early years practitioners working in pre schools child care settings and the first years of primary schools Written by a collaborative author team of leading early years educationalists and practitioners led by Jennifer Colwell Reflective Teaching in Early Education offers two levels of support comprehensive practical guidance for practitioner success with a focus on key issues such as building relationships communication behaviour inclusion curriculum planning and learning and teaching strategies and evidence informed principles and concepts to aid understanding of the theories informing practice offering ways to develop deeper understanding of early years practice in early childhood education and care Reflective activities case studies diagrams and figures end of chapter summaries and research briefings are provided throughout This book along with the companion reader 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 The team includes Early Years Educationalists Jennifer Colwell University of Brighton UK Helen Beaumont Early Years Advisor Brighton UK Helen Bradford and Holly Linklater University of Cambridge UK Julie Canavan Denise Kingston and Sue Lynch University of Brighton UK Catriona McDonald and Sheila Nutkins University of Aberdeen UK Tim Waller Anglia Ruskin University UK Early Years Practitioners Emma Cook Sarah Ottewell and Chris Randall Oneworld Nursery Brighton UK with staff from One World Nursery and Phoenix Nursery Brighton UK Readings for Reflective Teaching in Early Education directly compliments and extends the chapters of this book It has

been designed to provide convenient access to key texts working as a compact and portable library 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

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