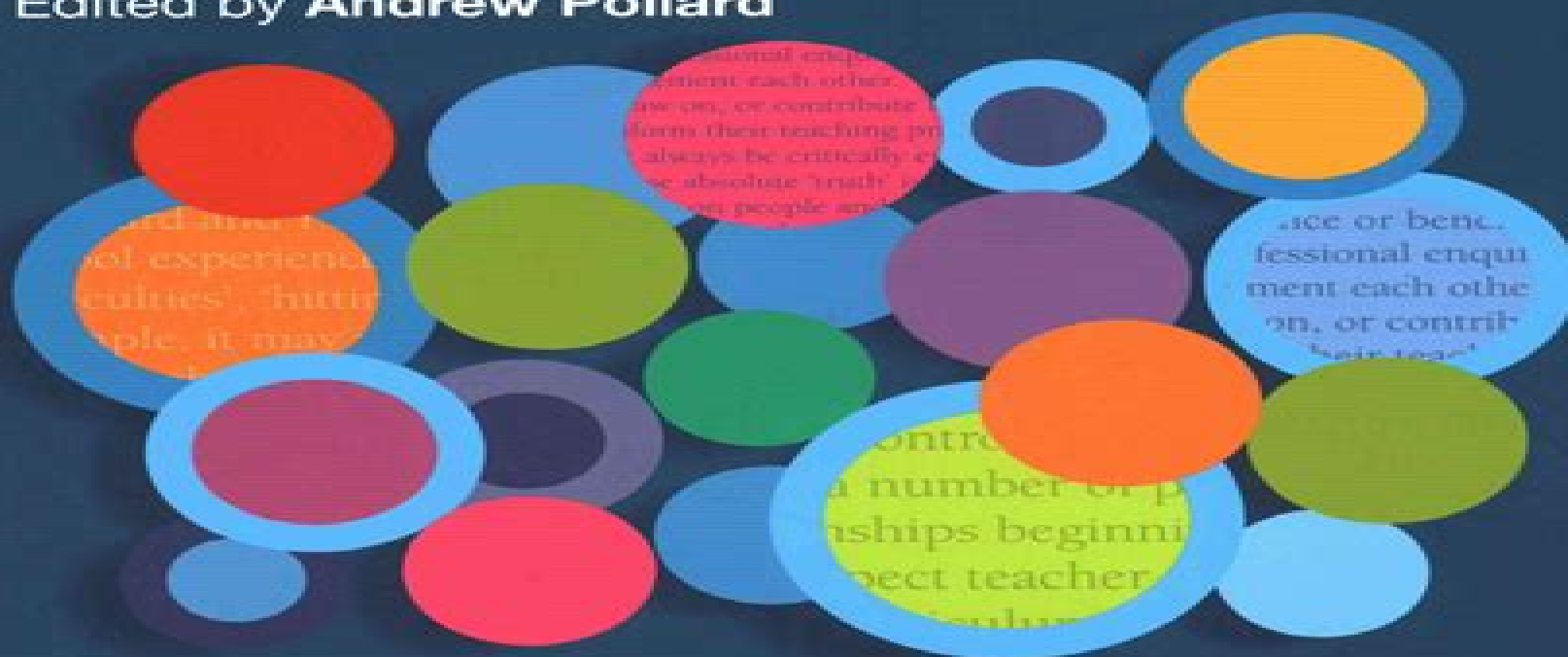


readings for reflective teaching in schools

Edited by **Andrew Pollard**



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Readings For Reflective Teaching

**Margaret Gregson, Lawrence
Nixon, Andrew Pollard, Trish Spedding**

Readings For Reflective Teaching:

Reflective Teaching Andrew Pollard, Janet Collins, 2005-03-04 Reflective Teaching is the definitive textbook for reflective classroom professionalism It offers support for trainee teachers mentors newly qualified teachers and for continuous professional development This second edition has been revised and updated to enhance classroom use

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 *Reflective Teaching in Early Education* Jennifer Colwell, Amanda Ince, Helen Bradford, Helen Edwards, Julian Grenier, Eleanor Kitto, Eunice Lumsden, Catriona McDonald, Juliet Mickelburgh, Mary Moloney, Sheila Nutkins, Ioanna Palaiologou, Deborah Price, Rebecca Swindells, 2021-01-14 The book you can trust to guide you through your career in the early years as the expert authors share tried and tested techniques in a range of early years settings For this new edition Jennifer Colwell and Amanda Ince have drawn together an expert author team to bring you guidance from top practitioners that is both cohesive and that continues to evolve to meet the needs of today s early years practitioners It is designed for trainees whether in universities or early years settings and looks across the full early years spectrum from birth to 8 years old Reflective Teaching in Early Education uniquely provides two levels of support Practical evidence based guidance on key early years issues including relationships behaviour inclusion curriculum planning and learning and teaching strategies Evidence informed principles and concepts to

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[Readings for Reflective Teaching](#) Andrew Pollard, 2002 This mini library is completely cross referenced to Andrew Pollard's textbook *Reflective Teaching* It contains over 100 readings from international contributors and contains both classic and recent readings

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Reflective Teaching in Schools Pack Andrew Pollard,2014

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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

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Reflective Teaching in Higher Education Paul Ashwin,David Boud,Kelly Coate,Fiona Hallett,Elaine Keane,Kerri-Lee Krause,Brenda Leibowitz,Iain MacLaren,Jan McArthur,Velda McCune,Michelle Tooher,2015-02-26 Reflective Teaching in Higher Education is the definitive textbook for reflective teachers in higher education Informed by the latest research in this area the book offers extensive support for those at the start of an academic career and career long professionalism for those teaching in higher education Written by an international collaborative author team of higher education experts led by Paul Ashwin Reflective Teaching in Higher Education offers two levels of support practical guidance for day to day teaching covering key issues such as strategies for improving learning teaching and assessment curriculum design relationships communication and inclusion and evidence informed principles to aid understanding of how theories can effectively inform teaching practices offering ways to develop a deeper understanding of teaching and learning in higher education Case studies activities research briefings and annotated key readings are provided throughout The author team Paul Ashwin Lancaster University UK David Boud

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