



Partnerships In Maths Parents And Schools The Impact Project

**Andrea Peter-Koop, Vânia Santos-
Wagner, C.J. Breen, A.J.C Begg**



Partnerships In Maths Parents And Schools The Impact Project:

Partnership In Maths: Parents And Schools Ruth Merttens, Jeff Vass, 2003-09-01 Written by authors well known in their fields Merttens and Vass bring together diverse and different views on IMPACT of wide reading appeal In the current economy should teachers be regarded as producers and parents as consumers There is no issue in education more urgent than that concerning the relationships between parents teachers and children The IMPACT project involves individuals concerned with formal maths education including students teachers parents governors researchers inspectors and education officers Its primary aim is to bring together parents and children so they share regular maths activities together the results of which are brought back into class to inform the following week s work IMPACT is also an initiative in maths INSET training and a form of monitoring The book is aimed at therapists educational psychologists education students teachers academics parents governors inspectors and education officers

Partnership In Maths: Parents And Schools Ruth Merttens, Jeff Vass, 2003-09 The IMPACT Project involves individuals concerned with formal maths education and aims to bring parents and children together to share in maths activities Each part of this book focuses on a particular aspect of parental involvement

Coordinating Mathematics Across the Primary School Tony Brown, 2003-10-04 Specifically designed for busy teachers who have responsibility for co ordinating a subject area within their primary school Each volume in the series conforms to a concise style while providing a wealth of tips case studies and photocopiable material that teachers can use immediately There are special volumes dedicated to dealing with OFSTED creating whole school policy and the demands of co ordinating several subjects within a small school The entire set of 16 volumes is available

Resources in Education, 1999 **Paired Maths Handbook** Judi Bamford, Keith J. Topping, 2013-11-12 First Published in 1998 This book is one of a family of three related books consisting of two resource Handbooks for everyday use supported by a more detailed background text for deeper reading and reference The Paired Maths Handbook gives a brief introduction to the rationale materials organisation and evaluation of the Paired Maths method for parental involvement and peer tutoring in mathematics for children aged 4 to 14 This is followed by 12 different practical resources to copy to help with the organisation of the method The main part of the book consists of two dimensional mathematical games to copy complete with instructions and needing minimal other materials These games are particularly suitable for children aged 9 to 12 especially when involved in cooperative learning or peer tutoring in schools or other study centres

Parents Exist, OK!? Joe Hallgarten, 2000 **Key Concepts in Teaching Primary Mathematics** Derek Haylock, 2007-09-17 Covering the key principles and concepts in the teaching and learning of mathematics in primary schools this text provides trainee and practising teachers with a quick and easy reference to what they need to know for their course and in the classroom The entries are arranged alphabetically and each contains a brief definition followed by an explanation and discussion practical examples and annotated suggestions for further reading Examples of the wide ranging material include Anxiety about mathematics Assessment for Learning

Cognitive conflict Concept learning Creativity in mathematics Differentiation Equivalence Explanation Investigation Low attainment Making connections Meaningful context Mental calculation Numeracy Play as a context for learning mathematics Problem solving Questioning Talk

Collaboration in Teacher Education Andrea Peter-Koop,Vânia Santos-Wagner,C.J. Breen,A.J.C Begg,2013-03-09 This book systematically explores and reflects on a variety of issues related to collaborative mathematics teacher education practice and research such as classroom coaching mentoring or co learning agreements highlighting the evolution and implications of collaborative enterprises in different cultural settings It is relevant to educational researchers research students and practitioners

The A-Z of Primary Maths Kate Froom,2024-01-26 The A Z of Primary Maths is a compendium of great ideas for teaching mathematics organised around the 26 letters of the English alphabet Maths foundations must be built in our primary schools We need to create space for children to play with numbers to explore patterns to solve problems and to laugh and chat in maths lessons It s this start that will build a lifelong love of and confidence in maths Kate Froom

The Emergence of Self in Educational Contexts Giuseppina Marsico,Luca Tateo,2018-09-27 This book represents the first extensive introduction to the emerging construct of Educational Self The new concept describes a specific dimension of the Self which is elaborated in the course of a person s school life and is reactivated anytime the person is involved in an educational activity whether as a student teacher or parent The Educational Self ES approach was created by the volume editors and is currently being developed at various universities in Europe and Latin America as a way of understanding and operating in educational contexts The book presents the theoretical framework and the empirical developments of the construct paving the way for further applications in education The main locations of the empirical studies are Denmark Italy Brazil Portugal and Colombia but the research network is steadily expanding to other countries so that the concept here can be generalized to different cultural contexts The book addresses a range of contexts and moments in school life The editors introduction presents the construct of ES the opportunities for further theoretical and empirical developments of the concept and its potential applications in educational practices In the remainder of the volume ES is explored for different age groups from children to adolescents to higher education different actors peers teachers parents and their interactions different contexts formal education special institutions school family relationships and different phenomena disruptive behavior special needs value orientation school failure etc All the studies share a qualitative idiographic approach which is characteristic of the perspective of cultural psychology in which the ES construct was elaborated

Eliminating the Achievement Gap William Jeynes,2019-10-04 The purpose of the Eliminating the Achievement Gap is to provide a resource for scholars and students into many of the most salient issues trends and factors that are most effective in reducing the achievement gap Eliminating the Achievement Gap is particularly unique because it will 1 utilize a meta analysis to determine what factors contribute the most to reducing the achievement gap and 2 examine potential achievement gap reducing variables from across disciplines These disciplines include education sociology economics family

science psychology public policy and educational psychology The second emphasis is largely based on the meta analysis because the results of the meta analysis indicate that the best way to completely eliminate the achievement gap is to initiate a multidisciplinary approach to the achievement gap It is the intention of this book to make scholars educators policymakers parents and the general public more aware of the factors that best bridge the achievement gap so that they can take major steps to implementing comprehensive and multidisciplinary efforts The more such efforts are inaugurated the more the achievement gap will be reduced The nine chapters of this book are therefore divided into four parts to reflect this extent of this comprehensive approach Parents as Partners in Schooling Centre for Educational Research and Innovation,1997

Many OECD countries are coming to the conclusion that close co operation between family and school helps children to learn more effectively This volume assesses the benefits of parental participation in education and discusses ways to achieve it

Teaching Children Mathematics ,1994 **The Sociology of Mathematics Education** Paul Dowling,2002-11-01

Until the 1960s maths was studied as an academic subject in a desire to have more mathematicians The current trend however has moved away from viewing maths as a purely intellectual endeavour and towards developing a more mathematically competent workforce and citizenry This trend has seen a large increase in the number of maths schemes being produced by the major educational publishers which attempt to make maths easier and more approachable by using language instead of symbols So why do so many children still fail at maths The author contends that to understand this teachers need to analyze and evaluate the maths textbooks they are currently using The author shows the reader how to systematically analyze and evaluate these textbooks This interrogation of classroom resources should have important implications for teaching strategies and for textbook design and use **Doing Research/Reading Research** Paul

Dowling,2005-11-29 This best selling text provides a scheme which enables the beginning researcher to organize and evaluate the research that they read and to plan and implement small scale research projects of their own The authors also give structured practical guidance on the development of a research question techniques of data collection qualitative and quantitative forms of analysis and the writing and dissemination of research Home-School Work in Multicultural Settings

John Bastiani,2025-08-05 Originally published in 1997 the purpose of this collection was to raise the profile of the valuable work that was being done with minority ethnic parents and families in many different settings and circumstances Contributors discuss issues and concerns and illustrate the range scope and variety of provision and practice at the time The collection will be of interest to those with a special responsibility for working with black and bilingual parents in schools and other agencies and also to teachers and others who work with minority ethnic pupils in mainstream classrooms

Resources in Education ,1996 *Values in Education and Education in Values* Mark Halstead,Monica J.

Taylor,2005-10-26 This work provides an analysis of how schools can influence the developing values of young people The authors first examine from the perspective of educationalists and policy makers values within contemporary education before

focusing on the values of pupils and schools Research in Middle Level Education ,1998 *British Book News* British
Council,1993 Includes no 53a British wartime books for young people

Unveiling the Magic of Words: A Report on "**Partnerships In Maths Parents And Schools The Impact Project**"

In a world defined by information and interconnectivity, the enchanting power of words has acquired unparalleled significance. Their capability to kindle emotions, provoke contemplation, and ignite transformative change is actually awe-inspiring. Enter the realm of "**Partnerships In Maths Parents And Schools The Impact Project**," a mesmerizing literary masterpiece penned with a distinguished author, guiding readers on a profound journey to unravel the secrets and potential hidden within every word. In this critique, we shall delve into the book's central themes, examine its distinctive writing style, and assess its profound effect on the souls of its readers.

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