



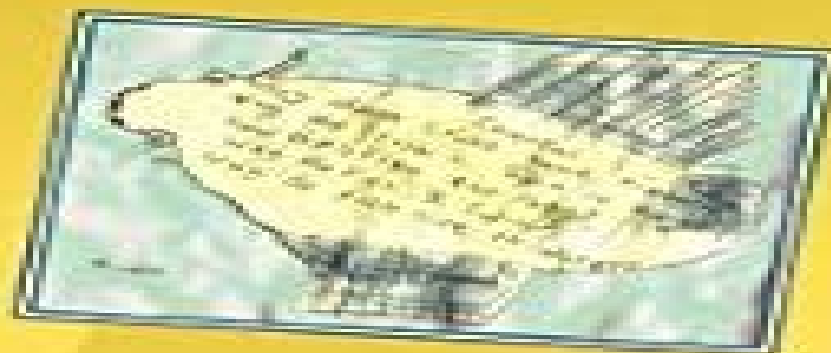
Enriching the Primary Curriculum: Child, Teacher, Context
Series editor: Janet Moyles

Enquiring

Children,

Challenging

Teaching



Max de Bóo

Enquiring Children Challenging Teaching

John Sears, Pete Sorenson



Enquiring Children Challenging Teaching:

Enquiring Children: Challenging Teaching De Boo, Max, 1999-01-01 The author describes the development of children's enquiry skills offering a rationale and theoretical basis for teaching and learning using this approach Practical suggestions are given to stimulate effective classroom practice by teachers

Teaching Children 3 - 11 Anne D Cockburn, Graham Handscomb, 2006-02-18 This book has something for all students combining theory with useful practical advice Issues I know students often find challenging such as behaviour management making the most of the tutor's visit and working with other adults are all included a worthwhile investment for students on any ITT course Child Education Teaching Children 3 11 is a book for those contemplating a career in primary teaching those about to embark on initial teacher education and those who are simply interested in the business of teaching children aged three to 11 years It provides an overview of the key aspects involved in becoming a primary teacher both in terms of new government initiatives e.g. the National Primary Strategy collaboration and networking and personalization but also in terms of what it is to be a trainee teacher in the rapidly evolving world of primary schooling This Second Edition brings readers up to date with the many changes that have taken place in primary education in the last five years and the book now takes into account the many different ways of becoming a trainee teacher including open learning in school training and modular study New material in this edition includes a look at CPD studies especially reflection lifelong learning and mentoring collaborative practice and further discussion on professional values and working with other adults in the classroom

Interactive Children, Communicative Teaching Cook, Deirdre, Finlayson, Helen, 1999-11-01 This sympathetic and accessible book aims to support teachers in providing rich learning experiences for children through the use of information and communications technology The focus throughout is on pedagogy and the authors draw consistently upon an educational perspective which emphasises the socially and culturally influenced nature of learning

Creative Children, Imaginative Teaching Beetlestone, Florence, 1998-05-01 Florence Beetlestone explores what creativity means in both practical and theoretical terms for children teachers and the context in which they work

Early Childhood Programs as the Doorway to Social Cohesion Jacqueline Hayden, Aija Tuna, 2020-05-15 Over the past decade early childhood education and care has moved onto the policy agenda in many countries There is growing recognition that early access to quality education and appropriate care provides young children with a good and fair start in life While scientific research constantly brings new insights into brain development and the enormous importance of the first years of a child's life the early 20th century theories of one Russian psychologist Lev S Vygotsky 1896 1934 have had profound and diverse impacts upon the early childhood education traditions in both the East and the West and remain highly relevant today Recently more than 750 early childhood education researchers practitioners policymakers and NGO activists from around the world met in Prague at Exploring Vygotsky's Ideas Crossing Borders the 17th Annual Conference of the European Early Childhood Education Research Association EECERA hosted by the

International Step by Step Association ISSA In an effort to share many of the intriguing ideas and practices discussed during the conference with a broader audience ISSA invited leading presenters to explore their experiences in early childhood through the prism of Vygotsky's theories and ideas The result of ISSA's initiative is this volume of papers which examine Vygotsky's legacy on early childhood education systems in both the East and the West offering ideas which can be used to work for the benefit of children and societies across the globe *Issues in Science Teaching* John Sears, Pete Sorenson, 2005-08-18 *Issues in Science Teaching* covers a wide range of important issues which will interest teachers at all phases in the education system The issues discussed include the nature and purposes of science education in a multicultural society including the idea of science for all the role and purposes of investigational work in science education assessment curriculum progression and pupil attitudes to their science experience supporting basic skills development in literacy numeracy and ICT through science teaching supporting cross curricular work through science teaching taking account of individual differences including ability special needs learning style and the case for inclusion The articles are strongly based on current research and are intended to stimulate and broaden debate among the readers Written by practising science educators and teachers this book offers new and interesting ways of developing science education at all levels *The Early Years Teacher's Book* Leonie Abrahamson, 2018-02-26 This is a clear comprehensive systematic and practical guide to achieving Early Years Teacher Status and meeting the EYT Standards and requirements **Developing Thinking and Understanding in Young Children** Sue Robson, 2006-09-27 Invaluable for anyone looking to understand young children's thinking this essential textbook helpfully combines introductions to theories about thinking with observations from real life practice The book explores underlying theories behind topics such as the relationship between nature and nurture models of cognitive development with ideas from key thinkers such as Piaget Vygotsky and Bruner basic neuroscience and its application to early childhood the social emotional and cultural context of children's development emotional intelligence language and thought including the use of motherese and children's talk in pretend play whether children can think philosophically The author accompanies every topic with observations from the classroom supported by her own critical analysis linking theory to practice throughout *Debates in Primary Education* Virginia Bower, 2020-10-19 This powerful text encourages both pre service and established teachers as well as teacher educators to engage with contemporary debates in primary education Promoting a critical approach the chapters explore a wide range of key themes including the importance of values in primary education and the imperative for a curriculum which embraces the whole range of available subjects At the same time the chapters are underpinned by a belief that children should be at the heart of all the decisions we make and that primary education should inspire a love of learning for life The book aims to support practitioners to make informed judgements and feel confident to argue their point of view with deeper theoretical knowledge and understanding thus increasing teacher agency and confidence in responding to complex educational and social dilemmas such as literacy

levels and rising mental health concerns Chapters encompass both the macro aspects of primary education and more specialised debates on key topics such as reading mathematics languages early years education and the use of technology With annotated further reading and reflective questions this key text is essential reading for all those wanting to develop a better understanding of the issues that shape their practice including student teachers at both undergraduate and postgraduate level practising teachers engaged in continuing professional development and teacher educators

Creativity in Primary Education Anthony Wilson,2009-05-11 A sound understanding of the role primary creativity plays in learning and teaching will help trainee teachers become creative practitioners and develop creativity in their pupils The second edition of this popular text retains key material from the previous book but it has been substantially updated and revised to include six new chapters which explore creativity in both a subject specific context as well as the broader issues of creativity in SMSC and the Foundation Stage The book is linked throughout to the Standards for the award of QTS and also considers important government agendas such as Every Child Matters

Promoting Independent Learning In The Primary Classroom Williams, Jill,2003-02-01 This book argues that independence in the classroom should be seen as beneficial for learners and also for teachers Jill Williams makes a compelling case for a climate in which decision making is valued where children are enabled to solve problems and where children and adults respect each others point of view arguing that this will be a climate in which independence flourishes In turn the benefits in terms of teaching and learning will be apparent for both the children and the teachers

Supporting Learning and Teaching Christine Bold,2011-06-14 Supporting Teaching and Learning brings together theoretical perspectives practical educational ideas and current academic debates to help students develop their knowledge and understanding of core educational issues It explores the professional relationships necessary for quality learning and encourages the reader to reflect critically on their values beliefs and assumptions about learning and teaching Written by an author team from a range of educational backgrounds the book focuses on the key issues that teaching teams face as they work together to support children and young people in their learning Covering a broad range of topics themes and age ranges each chapter contains a statement of the author s values and beliefs and concludes with discussion starters ideas for reflecting on practice and a list of useful resources Chapters include The core subjects in the curriculum Information and Communications Technology Linguistic and cultural diversity Special educational needs Out of school learning Assessment Reflective practice and action research Accessible discursive and thought provoking this book is essential reading for students on a range of education courses including Foundation Degrees Education Studies and those undertaking initial teacher training

The Psychology of Teaching and Learning in the Primary School David Whitebread,2002-01-04 This book reviews recent work in psychology which sheds new light on important areas of concern to primary school teachers providing clear guidelines for good practice The Psychology of Teaching and Learning in the Primary School details the current controversies regarding the effective teaching of reading and numeracy how to deal with

emotional and behavioural difficulties the best methods of assessing learning as well as teaching children to think and develop their creativity It is a useful text for tutors and students on initial teacher training courses and to teachers involved in professional development Each chapter contains an editor's summary a list of further reading a full list of references and activities to develop and deepen the readers understanding in each area At the same time the book is written in an accessible style ideal for the non psychologist and is well illustrated with practical classroom examples **Young Children's Creative Thinking** Sue Robson, Sue Greenfield, 2012-05-14

The importance of promoting young children's creative thinking and the social relationships which support it is now seen as a vital element of good early childhood practice The authors push forward our understanding of what young children's creative thinking is and how it promotes young children's well being By drawing on research evidence they examine key issues from the perspectives of the child the parents or carers and early childhood practitioners and make links between theory and practice **Looking at Early Years Education and Care** Rose Drury, Robin Campbell, Linda Miller, 2013-07-04

First published in 2000 This book will serve as a reader for students on early childhood courses and reflective practitioners working with or for young children in a range of early years settings It provides an introduction to current research and thinking in early years curriculum health issues special educational needs bilingualism the role of adults working with young children and the role of parents in young children's development and learning It takes account of the new curriculum framework and Foundation Stage for early years recognising the demands of the National Literacy and Numeracy Strategies The contributors wide range of backgrounds in early years health and education ensures that the text will meet the needs of students on HNC D and BA degree courses in Early Childhood Studies and those taking BEd courses for Primary Early Years teachers **Inspiring Science In The Early Years: Exploring Good Practice** Kelly, Lois, Stead, Di, 2015-02-01

Explores the science inherent in good early years practice and provides ideas for early years teachers and practitioners **Contemporary Perspectives on Research in Motivation in Early Childhood Education** Olivia Saracho, 2019-03-01

Researchers from different disciplines e.g physiological psychological philosophical have investigated motivation using multiple approaches For example in physiology the scientific study of the normal function in living systems such as biology researchers may use electrical and chemical stimulation of the brain the recording of electrical brain wave activity with the electroencephalograph and lesion techniques where a portion of the brain usually of a laboratory animal is destroyed and subsequent changes in motivation are noted Petri Cofer 2017 Physiological studies mainly conducted with animals other than humans have revealed the significance of particular brain structures in the control of fundamental motives such as hunger thirst sex aggression and fear In psychology researchers may study the individuals behaviors to understand their actions In sociology researchers may examine how individuals interactions influence their behavior For instance in the classroom students and teachers behave in expected ways which may differ when they are outside the classroom Saracho 2003 examined the students academic achievement when they matched or

mismatched their teachers way of thinking She identified both the teachers and students individual differences and defined consistencies in their cognitive processes In philosophy researchers can study the individuals theoretical position such as supporting Maslow s 1943 concept that motivation can create behaviors that augments motivation in the future Abraham H Maslow s theory of self actualization supports this theoretical position Petri Cofer 2017 These areas and others are represented in this volume This volume is devoted to understanding mutual and contemporary themes in the individuals motivation and its relationship to cognition The current literature covers several methods to the multifaceted relationships between motivational and cognitive processes Comprehensive reviews of the literature focus on prominent cognitive perspectives on motivation with young children which includes ages from birth to eight years of age The chapters in this special volume review and critically analyze the literature on several aspects of the relationships between motivational and cognitive processes and demonstrates the breadth and theoretical effectiveness of this domain This brief introduction acknowledges the valuable contributions of these chapters to the study of human motivation This volume can be a valuable tool to researchers who are conducting studies in the motivation field It focuses on important contemporary issues on motivation in early childhood education ages 0 to 8 to provide the information necessary to make judgments about these issues It also motivates and guides researchers to explore gaps in the motivation literature

Planning an Appropriate Curriculum in the Early Years Rosemary Rodger, 2013-04-03 The foundation stage has a fundamental role in the laying of foundations for children s learning In this new edition the author uses a wide range of material including research evidence to offer an additional dimension to work currently taking place in the Foundation Stage Each chapter includes the early learning goals for the majority of children and advice on providing for each area of learning personal social and emotional development language and literacy mathematics knowledge and understanding of the world and physical and creative development Students training to be specialist early years teachers and those already working in the sector will welcome this up to date guide to planning and providing for high quality learning experiences for children under five With case studies of good practice practical help in writing an early years policy and guidance on assessment and devising an effective post inspection plan this is a truly comprehensive guide to planning and implementing an appropriate curriculum for the under fives

Primary Science: Teaching Theory and Practice John Sharp, Graham Peacock, Rob Johnsey, Shirley Simon, Robin Smith, Alan Cross, Diane Harris, 2009-07-20 This invaluable coursebook is designed for all trainees working towards Qualified Teacher Status QTS Covering the essential skills of planning monitoring assessment and class management it relates these specifically to primary science The text is structured around the current curriculum and incorporates the Primary National Strategy Content is linked to the 2007 QTS Standards This edition makes links with the Early Years Foundation Stage throughout and includes a new chapter on teaching science in the Foundation Stage Research Summaries are updated and popular features such as Reflective and Practical Tasks have also been reviewed

Creative Teaching: Science in the

Early Years and Primary Classroom Ann Oliver, 2013-06-20 This book provides ideas and suggestions on how to interpret and develop the primary science curriculum in an interesting and challenging way

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