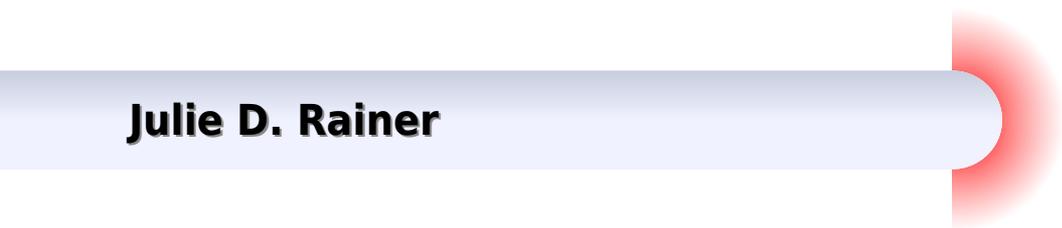


Teaching the Primary Curriculum for Constructive Learning

Michael Littledyke and Laura Huxford

Teaching The Primary Curriculum For Constructive Learning

Julie D. Rainer



Teaching The Primary Curriculum For Constructive Learning:

Teaching the Primary Curriculum for Constructive Learning Michael Littledyke, Laura Huxford, 2013-10-23 First

Published in 1998 There is a current preoccupation with educational standards with claims that overall standards of achievement have fallen The purpose of this book therefore is to address the question of how children learn across the primary National Curriculum subjects with implications for effective teaching approaches The book emphasises a constructivist view of learning which acknowledges that children have views and attitudes which are formed as a result of experiences in and out of school and that these must be taken into account if meaningful and transferable learning is to be achieved

Children's Perceptions of Learning with Trainee Teachers Hilary Cooper, Rob Hyland, 2002-01-31 Unique in that it focuses on pupils perceptions of their learning with trainee teachers in primary schools Includes chapter summaries giving suggestions for teaching strategies discussions with mentors and tutors and further reading Includes examples of successful new teaching approaches introduced by trainees and case studies on religion gender and ethnicity Enables trainee teachers to make links between theory research and practice Relevant to all trainee teachers at primary level concerned to develop good practice

Teaching Primary Humanities Russell Grigg, 2014-05-22 As primary subjects are increasingly being taught on an interdisciplinary level Russell Grigg and Sioned Hughes have created an innovative new text Teaching Primary Humanities This new text explores current debate encourages reflection and provides clear guidance on planning teaching and assessing the humanities from the Early Years to Key Stage 2 Through a blend of theory and real life examples Grigg and Hughes demonstrate the contribution that history geography and religious education can make to enhancing children s thinking literacy numeracy and ICT skills Whether you are a trainee or a practitioner this book will develop your knowledge of how young children s understanding of place time and community can be fostered through a play based curriculum It will also benefit teachers of older children looking to encourage more independent learning in their schools About the authors Dr Russell Grigg is Head of the South West Wales Centre of Teacher Education He is a trained primary inspector for England and Wales He has written widely in the field of history and primary education including Wales in the Victorian Age and Becoming an Outstanding Primary Teacher Dr Sioned Hughes is Senior Lecturer in Initial Teacher Training at the South West Wales Centre of Teacher Education She has published many educational materials especially in primary geography Her work on Patagonia was recognised by the Welsh Books Council as the Bestselling Children s Book in 2011

Teaching Secondary Science Keith Ross, Liz Lakin, Janet McKechnie, Jim Baker, 2010-02-25 A comprehensive guide to the various aspects of science teaching providing information and ideas about different approaches

New Progressivism Peter Silcock, 2002-11-01 Many useful things that progressivism has to offer child centred approaches flexibility of response negotiated and democratic classroom organisation have been swept aside in the march of traditionalist policy Taking robust theories of developmental psychology derived from the work of Swiss psychologist Piaget and Russian developmentalist

Vygotsky Silcock reasserts the need to explore the positive potential of new progressivism and looks at how progressivist approaches can help teachers improve their classroom [EBOOK: Developing Independent Learning in Science: Practical ideas and activities for 7-12 year olds](#) Liz Lakin, 2013-08-16 This practical guide to promoting and developing independent learning is presented in a mixed format using both diagrammatic and textual stimulus It offers tips and suggestions to achieve effective teaching and learning and raises standards by enabling the pupil to become independent and responsible for their own learning autonomous in their thinking and creative and critical in their understanding Liz Lakin describes a progression away from dependency on the classroom teacher whose role changes readily from teacher to facilitator Drawing on practice based research she introduces the skills and processes associated with independent learning through established strategies such as Assessment for Learning the use of Active learning techniques problem solving activities and peer assessment Each chapter presents tried and tested ideas strategies and activities for the development of higher order skills such as application synthesis evaluation and reflection to use with pupils across the dependency spectrum Several relate to the higher levels of attainment and are therefore applicable at Key Stage 3 The effectiveness of teacher pupil feedback and the role of homework form a significant focus for the latter part of the book A truly thought provoking interactive book with a difference that takes teachers on a learning journey It encourages us to reflect on how we learn how our pupils learn and what the collective implications for effective teaching and helping pupils to construct their learning are Reading and actively engaging with this book is indeed a learning journey invaluable to practitioners The text contains many invaluable references and deals with topics such as the value of homework how people learn and how people respond to techniques addressed to them in learning situations An essential reading for practicing teachers and particularly students in training and their tutors Dr Sue Dale Tunnicliffe Senior lecturer in Science Education Institute of Education University of London UK There has never been a time when independent learning is more important in school science In *Developing Independent Learning in Science* Liz Lakin challenges the reader to examine how they teach science and why pupils respond as they do The result is a book that should be of great value to those who teach science to 7-12 year olds and to science educators in general A particular strength is the way the author interweaves rigorous thinking about learning with activities for the reader to help them engage with the text In addition there is a mass of useful thinking in here and plenty of classroom suggestions The book is worth reading simply for the honesty of the Helvellyn case study Michael J Reiss Professor of Science Education Institute of Education University of London UK In this book Liz Lakin involves the readers in the kind of independent learning that she is describing and advocating It should enable practising teachers to stand back from their work to consider why we want children to learn in a certain way as well as providing useful ideas about how to do it It is written in a personal and engaging style and is a unique addition to books on science teaching Wynne Harlen OBE PhD Visiting Professor of Education University of Bristol UK [Planning, Teaching, and Class Management in Primary Schools](#)

Denis Hayes,1999 This second edition has been fully updated in line with the standards for Qualified Teacher Status QTS 202 It will prepare student trainee teachers to meet the competencies required for the Teaching Standards The author looks at Professional values and practice Planning and Targets Monitoring and Assessment Teaching and Class Management Written in a lucid and engaging style it offers the reader a well informed set of insights into the complexities challenges and opportunities presented by the new requirements Checklists diagrams and clearly defined sections for key areas make this book extremely accessible for trainee teachers class teachers and mentors It is essential reading for all those who want to clearly understand the ideas behind and practical application of the standards

International Perspectives in Environmental Education Walter Leal Filho,Michael Littledyke,2004 This book aims at introducing readers to the different ways in which environmental education is viewed and perceived on an international basis It is one of the outcomes of the First World Environmental Education Congress FWEEC held in Espinho Portugal on 20th 24th May 2003 FWEEC gathered 282 participants from 38 countries offering an international platform for educators scientists researchers scholars politicians technicians activists the media and teachers to present and debate key issues in environmental education world wide It includes many of the papers delivered in the Congress and a few additional ones in an attempt to both document international experiences and promote them to a wide audience This publication is meant to pave the ground for the UN International Decade of Education for Sustainable Development 2005 2014 by addressing one of the oldest and yet one of the most pressing needs in environmental education today the need to document experiences and promote good practice This book will be useful to those undertaking research practical projects and doing works on the ground in both formal and non formal teaching The extensive body of information and knowledge gathered by the authors will be helpful to both researchers and practitioners contributing towards developing their capacity so that they may become even better at what they do

Reframing Teacher Education Julie D. Rainer,2004-11-10 What is a constructivist teacher and what do they do This collection of essays will answer these questions as well as suggest specific ways to become or rejuvenate oneself using this approach Constructivist teachers walk the talk along seven dimensions learning and development authority and facilitation action and reflection autonomy and community process and content power and empowerment critical thinking and multiple perspectives While these behaviors may at first appear to be opposites the key is achieving balance among them Essays are organized around these themes and the conclusions support interdisciplinary content reflection and life long learning

The Paired Science Handbook Keith J. Topping,1998 Develop greater scientific ability motivation and confidence in children aged 5 to 11 This book is directed at teachers and those who train support and manage teachers It is also directed at parents who can do Paired Science at home without any support from school if necessary although working in partnership is preferable

Professional Issues for Teachers and Student Teachers Mike Cole,1999 Provides information on professional issues for student teachers as stipulated by the Government s Circular 4 98 Areas covered include legal issues relating to child

protection race gender health and safety bullying appropriate physical contact and liaising with parents **Cumulated**
Index to the Books ,1999 **The Cumulative Book Index** ,1999 **Primary History** ,2005 Boletin Internacional de
Bibliografia Sobre Educacion ,2001 **The British National Bibliography** Arthur James Wells,1998 *Teaching the*
Primary Curriculum Colin Forster,Rachel Eperjesi,2019-12-06 Planning for authentic learning begins with engaging children
This book explores each subject in the primary curriculum offering clear guidance on the distinctive elements of each and
effective pedagogical approaches that support informed teaching Key aspects include Real life case studies including student
teacher and expert commentaries Critical tasks for reflection and evaluation with suggested responses How effective
teaching can nurture children s intellectual development This is essential reading for all students on primary initial teacher
education courses including university based PGCE BEd BA with QTS and schools based School Direct SCITT Teach First
routes into teaching *Why and How to Teach Music Composition* Maud Hickey,2003 Offers a philosophical foundation and
rationale for teaching music composition while discussing the teachers role in composition instruction Examines the nature
of creativity and children as composers Provides an analysis of childrens compositions and offers suggestions for creating an
environment that encourages creativity in composing **The School Executive** ,1926 School Executives Magazine
,1929

Enjoying the Beat of Term: An Psychological Symphony within **Teaching The Primary Curriculum For Constructive Learning**

In a world eaten by screens and the ceaseless chatter of fast communication, the melodic splendor and mental symphony created by the written word often diminish in to the background, eclipsed by the relentless noise and interruptions that permeate our lives. But, set within the pages of **Teaching The Primary Curriculum For Constructive Learning** an enchanting fictional treasure filled with fresh emotions, lies an immersive symphony waiting to be embraced. Crafted by a wonderful composer of language, that fascinating masterpiece conducts visitors on a mental journey, skillfully unraveling the concealed tunes and profound affect resonating within each cautiously crafted phrase. Within the depths of this touching examination, we will explore the book is central harmonies, analyze their enthralling writing fashion, and submit ourselves to the profound resonance that echoes in the depths of readers souls.

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