



# Teaching the Primary Curriculum for Constructive Learning

Michael Littledyke and Laura Huxford

# Teaching The Primary Curriculum For Constructive Learning

**Margaret Sangster**



## **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 [Art of Constructivist Teaching in the Primary School](#) Nick Selley, 2013-12-19 First Published in 1999 This book arose from a growing awareness of student teachers need for an easy informative and inspiring book about the constructivist approach On hearing that label students tend to react either with Isn't that marvellous the answer to all my problems or Sounds fine in theory but I couldn't do it Both are wrong This book may help to get the balance right **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 **Mastering Primary Art and Design** Peter Gregory, Claire March, Suzy Tutchell, 2020-02-20 Mastering Primary Art and Design introduces the primary art and design curriculum and helps trainees and teachers learn how to plan and teach inspiring lessons that make learning art and design irresistible Topics covered include Current developments in art and design Art and design as an irresistible activity Art and design as a practical activity Skills to develop in art and design Promoting curiosity Assessing children in art and design Practical issues This guide includes examples of children's work case studies readings to reflect upon and reflective questions that all help to show students and teachers what is considered to be best and most innovative practice and how they can use that knowledge in their own teaching to the greatest effect The book draws on the experience of three leading professionals in primary art and design Peter Gregory Claire March and Suzy Tutchell to provide the essential guide to teaching art and design for all trainee and qualified primary teachers **A Student Teacher's Guide to Primary School**

**Placement** Denis Hayes,2003-08-28 This book prepares student teachers for the pressures and challenges that they will face on school experience programmes and then as they move from school experience to their first job Developing Teacher Expertise Margaret Sangster,2013-01-31 What are the issues that education raises for you Beyond the technical skills and knowledge aspects of education teachers and student teachers face questions which challenge their beliefs and approaches to their teaching and learning This book contains a series of short articles each of which encourage you to reflect on your own practice and challenge your beliefs about how and what you teach Questions explored include When does inclusion become exclusion for the rest of the class Do interactive whiteboards support or reduce creativity in the classroom Is drama a luxury in the primary classroom Should we be teaching other languages to children under seven Learning outside the classroom is it worth it What makes a reflective practitioner Essential reading for those training to teach children aged between 3 and 11 as well as practicing teachers looking to develop their 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 **Developing Independent Learning In Science: Practical Ideas And Activities For 7-12 Year Olds** Lakin, Liz,2013-08-01 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 addressee to hem 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 How not to climb 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

**Inter Faith Dialogue by Email in Primary Schools** Julia Ipgrave, Ursula McKenna, Robert Jackson, Ursula McKenna, Julia Ipgrave, Robert Jackson, *Issues in Music Teaching* Chris Philpott, Charles Plummeridge, 2004-08-02 *Issues in Music Teaching* stimulates critical reflection on a range of topics related to the teaching and learning of music in both the primary and secondary school including the place of music in the curriculum the nature of music and music education ICT and music education music education and individual needs continuity and progression in music education The book prompts the reader to be analytical and critical of theory and practice and to become an autonomous professional and curriculum developer

**Doing Your PGCE at M-Level** Keira Sewell, 2008-05-06 What is PGCE at Masters M Level and what can you expect from the course How can it help you to develop as a professional

Postgraduate initial teacher training courses now offer a choice of routes to qualification leading to either a postgraduate or a professional award This book will both help students to select the route which is right for them and guide them through making the transition to studying at M level Designed to support students through the course from induction to decisions about employment or further study this book reflects the reality of completing a PGCE at M level Each chapter features case study examples from both primary and secondary settings which exemplify key issues reflective activities to help students develop critical skills and a questioning approach which enables readers to apply the text to their own specific context Covering reflective practice in school based training developing professionalism through work in specific subject areas researching practice improving academic writing the process of getting a job and advice on continuing study this book will be essential reading for PGCE students Keira Sewell is programme director of the Primary PGCE at Southampton University Contributors to the book are members of the primary and secondary PGCE teams at the University of Southampton and the University of Cumbria

**Issues in Physical Education** Susan Capel,Susan Piotrowski,2013-01-11 Issues in Physical Education stimulates student teachers NQTs and practising physical education teachers to reflect on issues important to improving teaching in physical education It encourages reflection and debate as an important part of professional development Issues discussed include aims as an issue in physical education breadth balance and assessment in the physical education curriculum equality and the inclusion of pupils with special needs in physical education progression and continuity in physical education between primary and secondary schools community initiatives in physical education physical education health and life long participation in physical activity

**Education and the Historic Environment** Donald Henson,Peter G. Stone, Mike Corbishley,2004 Examining evidence case studies and chapters from a wide cross section of the heritage sector this book is practical inspiring and instructive while emphasizing the contribution to both education and heritage that results from a positive relationship between the two disciplines

**Children Composing 4-14** Joanna Glover,2002-01-04 Composing is part of the mainstream music curriculum for many children yet children s music does not receive the same attention as their art or creative writing Children Composing 4 14 traces the ways in which composing can be organised and taught within the school music curriculum drawing on children s own music making activities This practical book looks at how teaching composing can enable children to progress by acquiring musical skills and understanding whilst developing their own sense of musical purpose One of the main concerns of the book is the need to sustain continuity and quality in children s composing experience as they move through each phase of music education Children s Composing is considered in relation to the wider musical context in which they grow up including cultural differences in composing roles and in perceptions of composing and composers Projects that bring children into contact with professional composers are critically examined and suggestions are made for ways of ensuring that composing in schools is rooted in the musical world outside For more information please visit the authors web site at [http://www.bathspa.ac.uk/children\\_composing](http://www.bathspa.ac.uk/children_composing)

*Community*

*Psychology* Anthony Naidoo, Jace Pillay, Brett Bowman, 2007 Book CD Community Psychology contains a rich diversity of insights and critical debates on the key theoretical analytic teaching learning and action approaches in community psychology The book offers an incisive examination of a range of contextual factors that influence the practice of community psychology in South Africa

*Liberty and Education* Geoffrey Hinchliffe, 2014-08-13 This book takes the thinking of Quentin Skinner Philip Pettit and J G A Pocock on republican liberty and explores the way in which this idea of liberty can be used to illuminate educational practice It argues that republican liberty is distinct from both positive and negative liberty and its emphasis on liberty as non dependency gives the concept of liberty a particularly critical role in contemporary society Each chapter formulates and expounds the idea that an empire of liberty requires the existence of what are termed liberty bearing agents and shows how education with a particular emphasis on knowledge is needed to foster the human powers which allow people to become liberty bearing It is also emphasised however that republican liberty is non perfectionist and non eudaimonic the core values enshrined in an empire of liberty centre on non dependency rather than the promulgation of a certain way of life Drawing on prominent seventeenth century contract theorists the link between liberty and authority is explained suggesting that appropriate authoritative structures need to underpin the provision of education and especially schooling if educational practice devoted to the pursuit of liberty is to flourish Liberty and Education will be of value to both educational theorists unfamiliar with republican theory as well as republican theorists interested in how their theory might play out in education It will also be of interest to researchers and students from the fields of politics and the philosophy of education

The Content Of Science: A Constructive Approach To Its Teaching And Learning Peter J. Fensham; Richard F. Gunstone; Richard T. White all of Monash University, Australia., 2012-11-12 A group of science educators with experience of being involved in curriculum development and in conducting extensive research on many aspects of teaching and learning science have combined their findings in this volume Each author has conducted research into his or her own area of science education and presents the implications of this research for a specific area of science teaching The experiences of members of the Monash Children s Science Group specifically three primary teachers and one biology teacher have also been included so as to present the voices of teachers for whom writing a personal account of their teaching is often an unappealing task

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

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