

Social Life in School



Pupils' experience of breaktime and recess from 7 to 16 years

Peter Blatchford

Social Life In School Pupils Experiences Of Breaktime And Recess From 6 To 16

Daniel F McAuley



Social Life In School Pupils Experiences Of Breaktime And Recess From 6 To 16:

Social Life in School Peter Blatchford,1998 Are breaktimes really just a time of violence and bullying that could be better used for working Based on a unique and fascinating longitudinal study of a group of pupils from primary to secondary school the author of this timely new book proposes an alternative view He believes that breaktime plays an important part in children s social development and through his gathering of pupil s own views on breaktimes over a period of ten years we see how breaktimes offer children time to play to develop friendships to build social networks to develop social skills and competence to be independent from adults and to learn to manage conflict aggression and inter group relations Where else will they learn these important skills if not in the playground What will happen in a society where these skills are not developed

Social Life in School Peter Blatchford,1998 *Social Life in School* Peter Blatchford,2012-10-02 Are breaktimes really just a time of violence and bullying that could be better used for working Based on a unique and fascinating longitudinal study of a group of pupils from primary to secondary school the author of this timely new book proposes an alternative view He believes that breaktime plays an important part in children s social development and through his gathering of pupil s own views on breaktimes over a period of ten years we see how breaktimes offer children time to play to develop friendships to build social networks to develop social skills and competence to be independent from adults and to learn to manage conflict aggression and inter group relations Where else will they learn these important skills if not in the playground What will happen in a society where these skills are not developed

School Bullying in Different Cultures Peter K. Smith,2016-04-08 School bullying is recognized as an international problem but publications have focussed on the Western tradition of research This is the first volume to bring together perspectives on school bullying from a range of Eastern as well as Western countries covering basic findings direct comparisons explanations and implications for intervention

Sites of Sport John Bale,Patricia Vertinsky,2004-06-01 The study of built environments such as gymnasiums football stadiums swimming pools and skating rinks provides unique information about the historical enclosure of the gendered and sexualised body the body s capabilities needs and desires It illuminates the tensions between the globalising tendencies of sport and the importance of local culture and a sense of place This collection uses spatial concepts and examples to examine the nature and development of sporting practices At a time when the importance of spacial theories and spacial metaphors to sport is being increasingly recognised this pioneering work on the changing landscape of sporting life will appeal to students of the history sociology and management of sport

The Causes of Exclusion Cedric Cullingford,1999-10-01 This report synthesizes two approaches to a topical problem the concern with social deviancy and crime which focuses on failure and research on educational development which focuses on success The book explores how environmental experiences including parenting and bullying play a role

Practical Interventions for Young People at Risk Kathryn Geldard,2009-07-09 The book s rich relevant and comprehensive contributions from experienced writers make it a

substantial resource for teaching reference and research Mark Prever trainer writer and supervisor The needs and problems of young people are currently extremely topical and justify a dedicated textbook The wide range of internationally renowned authors contributes to the strengths and diversity of this publication enhancing its potential as a resource for students and professionals Jenny Pinfield University of Worcester This book responds to the urgent need for practical intervention approaches targeting young people at risk It provides a much needed practical resource for practitioners and students from a variety of helping professions Focussing on interventions that practitioners can use in collaboration with the young person the book offers hands on strategies for addressing challenges and issues typically face by young people such as Depression suicide and self harm Substance Misuse Problematic Sexual Behaviour Marginalised Youth Mental Health Issues Throughout the book multi disciplinary and international authors share their expertise highlighting relevant evidence based interventions and considering themes such as anti oppressive practice culture values and ethics It will prove invaluable reading for students and practitioners working with young people especially in the fields of youth work social work psychology counselling and education

The Hidden Life of Girls Majorie Harness Goodwin, 2008-04-15 Winner of the Best Book of 2008 from The International Gender and Language Association In this ground breaking ethnography of girls on a playground Goodwin offers a window into their complex social worlds Combats stereotypes that have dominated theories on female moral development by challenging the notion that girls are inherently supportive of each other Examines the stances that girls on a playground in a multicultural school setting assume and shows how they position themselves in their peer groups Documents the language practices and degradation rituals used to sanction friends and to bully others Part of the Blackwell Studies in Discourse and Culture Series

Contrasting School Culture and Education V. Sucharita, 2023-05-31 This book presents a comparative ethnographic understanding of government and low fee private schools in India within the context of ever increasing privatization and commercialization of education and the growing presence of non state actors Drawing on rich empirical data the book provides an ethnographic account of a government and a low fee private school in Hyderabad India and explores life in these two distinct spaces through the lens of culture While private schools catering to the poorer sections have been proliferating little is known about how these low fee private schools operate how choices and negotiations unfold the classroom discourses subjective meanings of different stakeholders and the kind of education provided in these schools vis vis the government schools The book focuses on the educational experiences schooling choices processes and voices of the children and teachers at these schools to reflect on how school culture influences the quality of education Based on intensive fieldwork and qualitative data the book provides contextual insights into what exactly happens inside the schools and classrooms of two contrasting schooling provisions in India and helps understand the world views of different stakeholders as they negotiate their daily lives The book will be of interest to students researchers and teachers of education sociology of education childhood studies urban education and teacher education It will also be useful for education

policymakers educationists education professionals and those working on private schooling in India Contemporary School Playground Strategies for Healthy Students Brendon Hyndman,2017-06-12 This book is a research guide for implementing contemporary playground strategies to promote active healthy students A number of school playground strategies have succeeded in reducing the decline in students activity levels by introducing equipment and policies that encourage further engagement The book outlines these strategies and ideas and offers insights into their multiple levels of influence on engaging students in school playground activities that can promote student health It also discusses previous investigations into the effect of playground strategies on students activities and the differences between structured and unstructured playground activities investigations that have explored the translatability and feasibility of specific school playground strategies and potential recommendations for future school playground research It also provides observations on the features students desire in their playgrounds and what features are important in terms of safe activities enjoyment levels which in turn offers suggestions for future research directions The Child at School Peter Blatchford,Anthony D. Pellegrini,Ed Baines,2015-07-16 What is the nature of children s social life in school How do their relationships and interactions with peers teachers and other school staff influence their development and experience of school This book written by leading researchers in educational and developmental psychology provides answers to these questions by offering an integrated perspective on children s social interactions and relationships with their peers and teachers in school Peer interactions in school have tended to be underestimated by educationalists and this book redresses the balance by giving them equal weight to teacher child interactions In this second edition the authors extensively revise the text on the basis of many years of research and teaching experience They highlight common misconceptions about children their social lives and school achievement which have often resulted in ineffective school policy The book includes a number of important topics including The significance of peer friendships at school The nature and importance of play and break times Aggression and bullying at school Peer relations and learning at school The classroom environment and teacher pupil interaction The influence of gender in how children learn at school Advantages and disadvantages of different methodological approaches for studying children in school settings Policy implications of current research findings The Child at School will be essential reading for all students of child development and educational psychology It will also be an invaluable source for both trainee and practicing teachers and teaching assistants as well as clinical psychologists and policy makers in this area **Effective Group Work in Primary School Classrooms** Peter Kutnick,Peter Blatchford,2013-06-22 This book offers a challenge to traditional approaches to classroom teaching and pedagogy The SPRinG Social Pedagogic Research into Groupwork project part of a larger research programme on teaching and learning funded by the Economic and Social Research Council ESRC was developed to enhance the learning potential of pupils working in classroom groups by actively involving teachers in a programme designed to raise levels of group work during typical classroom learning activities Internationally the SPRinG

project is the largest evaluation of effective group working methods in comparison to traditional teaching with findings that show raised levels of pupil achievement and a doubling of sustained active engagement in learning The opening chapters present arguments regarding the relationship of social interaction and children s cognitive development and examine theories that explain why social interactional processes should be integrated into primary school pedagogic practices Next the book describes the conceptual and methodological basis for the SPRinG studies especially its focus on the relational approach the type of involvement of teachers and classroom planning Further chapters present key results and describe the background and methods used to establish SPRinG based effects on pupil progress in mathematics literacy and science including both macro and micro assessments how the SPRinG approach affected pupil pupil interactions and teacher pupil interactions as measured by systematic on the spot observations and analyses of videotapes of groups working on specially designed tasks work and effects on pupil self completed measures of motivation and attitudes to group work The book also analyses reflections of teachers who have worked with SPRinG moving from theory to practice as well as adding insights associated with implementing SPRinG principles in schools Drawing upon developmental psychological socialpsychological and classroom research it develops a new and ambitious social pedagogic approach to classroom learning with a stress on group work which will be of interest to researchers teachers and policy makers This book includes contributions from Andrew Tolmie and Ed Baines who were also involved in the ScotSPRinG and SPRinG projects

An Introduction to Developmental Psychology Alan Slater,J. Gavin Bremner,2017-04-24 An Introduction to Developmental Psychology 3rd Edition is a representative and authoritative state of the art account of human development from conception to adolescence The text is organised chronologically and also thematically and written by renowned experts in the field and presents a truly international account of theories findings and issues The content is designed with a broad range of readers in mind and in particular those with little previous exposure to developmental psychology

The Wiley Blackwell Handbook of Bullying Peter K. Smith,James O'Higgins Norman,2021-08-10 Explore the latest research and theory on bullying with this international reference from leading voices in the field The two volume Wiley Blackwell Handbook of Bullying delivers a comprehensive exploration of a wide range of research on bullying broadly defined School bullying is dealt with at length but there is also coverage of college and workplace bullying and bullying within sports settings prisons families and elder care residential homes Containing contributions from leading scholars on five continents the book summarizes the latest theories findings developmental aspects and interventions relevant to bullying in a variety of settings With up to date information on rapidly developing topics like sibling bullying cyberbullying bias based bullying migration and bullying dating violence and economic evaluation of bullying prevention programs The Wiley Blackwell Handbook of Bullying offers readers a complete view of a wide array of bullying behaviors The insightful and up to date information contained within the two volumes is destined to become the standard reference for bullying related research and theory Readers will benefit from Fulsome

material covering research and practice conventions in countries and regions including Europe North America South America Australasia Japan South Korea India Mainland China and Hong Kong the Arab countries and sub Saharan Africa A comprehensive discussion on the correlates and outcomes of taking part in bullying as well as being a victim of bullying An exploration of a variety of strategies to deal with bullying incidents including proactive reactive and peer support approaches An analysis of different kinds of bullying faith based bullying and disablist bullying including racist and ethnic bullying sexist and sexual bullying and homophobic and transphobic bullying Perfect for postgraduate students in programs dealing with bullying in virtually any conceivable context The Wiley Blackwell Handbook of Bullying will also earn a place in the libraries of researchers and practitioners in fields as diverse as psychology sociology social work medicine criminology child care and elder studies

Democratic Leadership in Education Philip Woods, 2005-10-03 This is an important book for anyone who is serious about introducing or sustaining democratic leadership in schools Busy practitioners will get much from it by going straight to the chapters about how democratic leadership could be made to work Kate Myers Times Educational Supplement I found this an interesting and stimulating book The book's ideas are a useful counterpoint to some of the daft notions of macho leadership and management being peddled in education and indeed the public sector more widely Woods book has the merits that though radical it seeks to base its recommendations in the real world and to argue that there are possibilities for change that can bring about real improvements in everyone's experience and outcomes Matching the rhetoric of democracy with reality or at least making them closer might also improve the quality of our political process and hence increase interest and reduce cynicism about politics something which surely should be welcomed Woods agenda is significant and his book certainly worth reading ESCalate Philip Woods productively refocuses our attention not on heroes and visions but on how we understand and practise within educational institutions in ways that are social and relational He provides a realistic and yet challenging analysis of democratic leadership in ways that speak to practitioners policy makers and researchers We deal everyday with issues of social justice and Philip Woods shows us how we might think differently about it and so work for a better system of learning and schooling Professor Helen Gunter School of Education University of Manchester Not another bunny but a welcome academic fox Kevin Avison Steiner Waldorf Schools Fellowship The theory and practice of democracy and democratic leadership have implications for how we understand what ought to be counted as improving schools In this book the author focuses on the idea of democratic leadership He examines what is meant by democratic leadership and what forms it can take and shows how it is relevant to school education and learning The author shows how the ideals and theories of democratic leadership can translate into practice and sets out some of the challenges that democratic leadership poses in the context of contemporary education This book challenges many of the assumptions inherent in educational policy and conventional approaches to leadership It is about understanding and exploring both the idea of democratic leadership and its practical relevance through examples drawn from practice and research This book is for practitioners and students on

professional development and academic courses It will be essential reading for all policy makers academics and others such as inspectors who critically examine leadership and management of educational institutions Every now and then a book is written in the field of leadership that stands out says something different is coherent original and makes us really ponder and think This is such a book it will provoke policy makers academics experienced practitioners and advanced students Cambridge Journal Education

The Psychology of Education Martyn Long, Clare Wood, Karen Littleton, Terri Passenger, Kieron Sheehy, 2010-11-05 Written in an accessible and engaging style this second edition of *The Psychology of Education* addresses key concepts from psychology which relate to education Throughout the text the author team emphasise an evidence based approach providing practical suggestions to improve learning outcomes while fictional case studies are used in this new edition to provide students with a sense of what psychological issues can look like in the classroom Activities around these case studies give students the chance to think about how to apply their theoretical knowledge to these real world contexts Key implications are drawn out at appropriate points and throughout the book students are provided with strategies for interrogating evidence Key terms are glossed throughout the book and chapters are summarised and followed by suggestions for further reading A chapter on Learning interactions and social worlds is new to this edition The following chapters have all been extensively updated Learning Assessment Individual differences and achievement Student engagement and motivation The educational context Society and culture Language Literacy Inclusive education and special educational needs Behaviour problems Dealing with behaviour problems This book is essential reading for undergraduate students of Education Studies and Psychology as well as trainee teachers on BA BEd and PGCE courses It will also be of use to postgraduates training to be educational psychologists

Boletin Internacional de Bibliografia Sobre Educacion, 2000 **Primary Teaching Assistants Curriculum in Context** Carrie Cable, 2014-03-18 Teaching assistants are uniquely placed to support children s involvement with learning through the curriculum This book explores those issues that are central to that process Specifically it examines strategies for supporting learning and assessment in English maths and science inclusive and imaginative practices in all areas of learning home and community contexts for learning working practices which support professional development This book is written primarily for learning support staff their teaching colleagues and those responsible for professional development and training

The Oxford Handbook of the Development of Play Anthony D. Pellegrini, 2011 The role of play in human development has long been the subject of controversy Despite being championed by many of the foremost scholars of the twentieth century play has been dogged by underrepresentation and marginalization in literature across the scientific disciplines The Oxford Handbook of the Development of Play marks the first attempt to examine the development of children s play through a rigorous and multidisciplinary approach Comprising chapters from the foremost scholars in psychology anthropology and evolutionary biology this handbook resets the landscape of developmental science and makes a compelling case for the benefits of play Edited by respected play researcher Anthony D Pellegrini The

Oxford Handbook of the Development of Play is both a scientific accomplishment and a shot across the bow for parents educators and policymakers regarding the importance of children s play in both development and learning Outdoor Learning and Play, Ages 8-12 Kathleen Glascott Burriss, Barbara Foulks Boyd, 2005

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