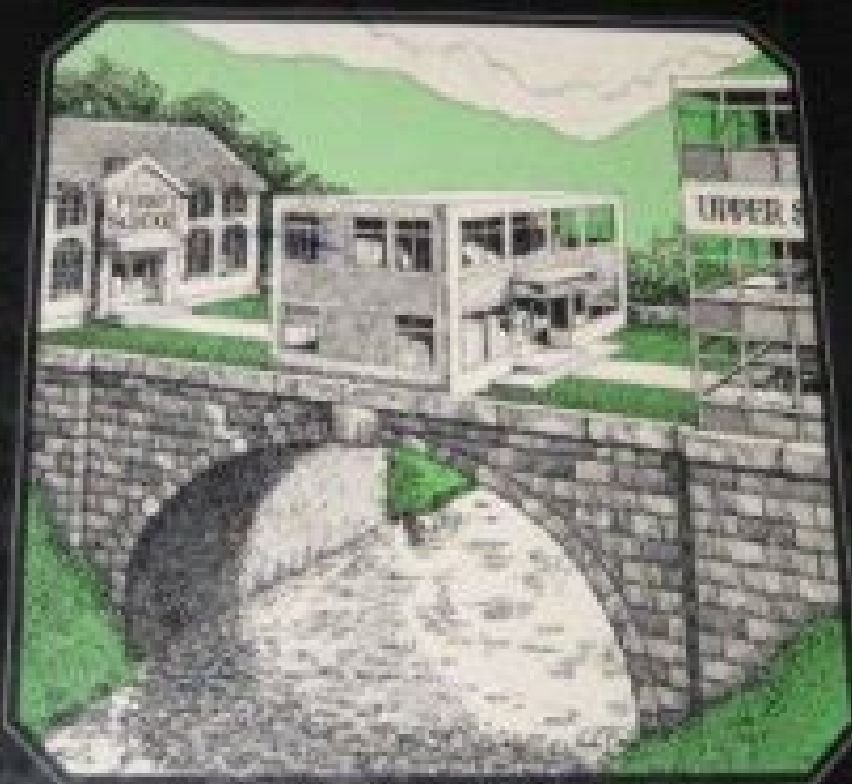


# MIDDLE SCHOOLS

ORIGINS, IDEOLOGY AND PRACTICE

A. HARGREAVES AND L. TICKLE  
(EDITORS)



# The Middle Schools Origins Ideology And Practice Harper Education Series

**Robert McCormick, Mary James**



## **The Middle Schools Origins Ideology And Practice Harper Education Series:**

*Middle Schools* A. Hargreaves, L. Tickle, 1980      **Transfer from the Primary Classroom** Maurice Galton, Linda Hargreaves, 2003-12-16 The ORACLE Observation and Classroom Learning and Evaluation and its follow up study address the following questions Has teaching in the primary school changed over the past twenty years Has pupil performance improved or declined Are the links between certain teacher approaches and pupil achievement still the same Has the National Curriculum had any important consequences for the way in which transfer is conducted One of the main claims of the National Curriculum is that it has provided greater continuity through the various stages and this should be reflected in smoother transition from one school to the next This book focuses on the issue of transfer from the primary to the secondary school using data from the ORACLE project This study which took place from 1975 to 1980 followed by Son of ORACLE the study of group work in the primary classroom 1980 to 1983 has had an enormous influence on the debate on primary education The studies described in detail what took place in primary classrooms the teaching styles used by teachers and the responses made by pupils It linked these processes to pupil performance Finally it followed the pupils as they transferred out of the primary school into the secondary phase of education At present a new research project is being carried out in Leicester It involves studying primary schools for one year and then following the children as they transfer to the secondary phase or to a middle school The project involves two thirds of the schools used in the original ORACLE research In addition the same observation instruments and the same tests modified for cultural differences are being used      The Routledge Compendium of Primary Education R.J. Campbell, 2018-02-06 First published in 1988 A guide and reference source to theory practice and policy in primary education      Qualitative Research In Education Robert R. Sherman, Rodman B. Webb, 2004-08-02 Published in the year 1988 Qualitative Research In Education is a valuable contribution to the field of Education      **Curriculum Evaluation in Schools** Robert McCormick, Mary James, 2018-10-03 Originally published in 1983 and as a second edition in 1988 An attempt is made in this book to disentangle some of the professional ethical political theoretical and practical issues involved in curriculum evaluation This book present evidence concerning a number of evaluation strategies and techniques drawing on experience in several countries including the UK Australia and the US to debate the potential of insider and outsider approaches to evaluation and combinations of the two It also offers a practical source book for those wishing to plan and conduct curriculum evaluations Finally it considers the crucial question of how evaluation can influence curriculum action and thereby teaching and learning      **Big Fish, Little Fish** Susan Groundwater-Smith, Nicole Mockler, 2015-05-27 This text prepares pre service teachers to best meet the needs of students entering the challenging middle years of their education      **Understanding School Transition** Jennifer Symonds, 2015-05-15 School transition is a life changing event for children they are rarely faced with such a powerful set of personal and social changes These underpin the immediate and longer term wellbeing of children peer groups teachers and

schools Understanding School Transition provides a most comprehensive international review of this important area complete with practical advice on what practitioners can do to support children s wellbeing motivation and achievement Offering an accessible introduction to children s psychology at transition Understanding School Transition explores transition as a status passage what we really mean by wellbeing and the ways in which children adapt to new environments Key chapters focus on Understanding stress and anxiety Children s hopes fears and myths at transition Parents and teachers influence and role Children s relationships with peers as they change schools Children s personal and collective identities Motivation engagement and achievement Supporting the most vulnerable children Crucially it advises how you can help children through implementing transition interventions and evaluating their success in your own school Illustrated by case studies of experiences in real schools Understanding School Transition will be essential reading for all training and practising teachers as well as transition and subject specialists who want to better understand and influence what happens to children at this critical stage

**Feminism and the Classroom Teacher** Amanda Coffey,Sara Delamont,2002-11 Combining feminist theory and empirical material drawing on feminist writing and their own research experience the authors provide an interpretation of teachers and their teaching

**Routledge Library Editions: Education Mini-Set N Teachers & Teacher Education Research 13 vols** Various,2021-06-23 Dealing with all aspects of teacher education in the past 50 years the 13 books in this set originally published between 1969 and 1996 discuss how the education system in the UK has changed the impact of restructuring on teachers teacher expectations around the world and other important topics in the sociology of education and teacher research

**Routledge Library Editions: Curriculum** Various,2021-07-09 Reissuing works originally published between 1971 and 1994 this collection includes books which offer a broad spectrum of views on curriculum both within individual schools and the wider issues around curriculum development reform and implementation Some cover the debate surrounding the establishment of the national curriculum in the UK while others are a more international in scope Many of these books go beyond theory to discuss practical issues of real curriculum changes at primary or secondary level The Set includes books on cross curricular topics such as citizenship and environment and also guidance careers life skills and pastoral care in schools A fantastic collection of education history with much still relevant today

[The Cambridge Primary Review Research Surveys](#) Robin Alexander,Christine Doddington,John Gray,Linda Hargreaves,Ruth Kershner,2012-08-06 The Cambridge Primary Review Research Surveys is the outcome of the Cambridge Primary Review England s biggest enquiry into primary education for over forty years Fully independent of government it was launched in 2006 to investigate the condition and future of primary education at a time of change and uncertainty and after two decades of almost uninterrupted reform Ranging over ten broad themes and drawing on a vast array of evidence the Review published thirty one interim reports including twenty eight surveys of published research provoking media headlines and public debate before presenting its final report and recommendations This book brings together the twenty

eight research surveys specially commissioned from sixty five leading academics in the areas under scrutiny and now revised and updated to create what is probably the most comprehensive overview and evaluation of research in primary education yet published A particular feature is the prominence given to international and comparative perspectives With an introduction from Robin Alexander the Review s director the book is divided into eight sections covering children s lives and voices school home and community children s development learning diversity and needs aims values and contexts for primary education the structure and content of primary education outcomes standards and assessment in primary education teaching in primary schools structures and processes teaching in primary schools training development and workforce reform policy frameworks governance funding reform and quality assurance The Cambridge Primary Review Research Surveys is an essential reference tool for professionals researchers students and policy makers working in the fields of early years primary and secondary education

**Sociology and the School** Peter Woods,2012 This is an introduction to interactionist work in education during the 1970s and 80s The interactionist viewpoint concentrates on how people construct meanings in the ebb and flow of everyday life what they think and do how they react to one another and has in recent years established itself as one of the leading approaches in education It has generated illuminating research studies which by being firmly based in the real world of teaching and dealing with the fine grained details of school life have helped to break down the barriers between teacher and researcher This volume presents the results of this valuable work within a coherent theoretical framework by focusing on the major interactionist concepts of situation perspectives cultures strategies negotiation and careers By bringing them together in this way the author demonstrates their collective potential for the deeper understanding of school life and the possibilities for sociological theory His book therefore offers both a summary of and a reflection on achievement in the area of interactionism as it relates to schools

Understanding Educational Reform in Global Context Mark Ginsburg,2012-10-12 This book focuses on important theoretical and policy debates on educational reform with detailed analyses of reforms in 11 countries It also explores the effects of geographical location political ideology and economic structure on shaping educational reform Individual case studies are included on Australia Cote d Ivoire England Hungary Israel Mexico New Zealand Nicaragua Spain Tanzania and the United States The book covers the role of reform in changing education and addressing problems in the educational system as well as its wider role in deflecting crises in the political and economic system plus the effect of reform on educators and educators upon reform Extensive bibliography and reference lists accompany each chapter including the introduction and conclusion Contributors include N Dri Th rese Assi Lumumba John M Barrington Susan F Cooper Peter Darvas Sara Morgenstern de Finkel Esther E Gottlieb Tukumbi Lumumba Kasongo Don Martin Henry D R Miller Rolland Paulston Rajeshwari Raghu Susan Rippberger Susan L Robertson Carlos Alberto Torres George E Urch Roger R Woock and Hugo Zegarra

*Rethinking Middle Years* Victoria Carrington,2020-08-04 This is a unique and exciting book that challenges traditional conceptions of middle years provision It should be read by policy makers

educators and researchers alike Jackie Marsh University of Sheffield Carrington's analysis of contemporary youth and the lives that they bring to school is significant This stage of education is fundamental to understanding how we might engage learners and her sensitive and insightful analysis makes a major contribution to our understandings about how these years resonate with their needs and interests Professor Nicola Yelland Victoria University Despite two decades of research and reform schools across the Western world still struggle to engage their students in the middle years But does this mean there is a youth crisis And what do technology and risk have to do with it Victoria Carrington argues for the need to move beyond developmentally based models to see middle years pedagogy in historical social economic and political contexts Setting research from Australia alongside international experience she emphasises the importance of understanding the risk society and young peoples immersion in digital technologies and consumer culture She shows how teachers and schools can use this understanding to work more effectively with early adolescents and how policy makers and education leaders could reshape the middle years reform agenda to improve professional practice and student outcomes

**Schools, Teachers and Teaching (RLE Edu N)** Len Barton, Stephen Walker, 2012-04-27 This volume considers how various sociological approaches to the exploration of the conditions of teachers might be co-ordinated so as to produce a more penetrating and reliable understanding of the main dimensions of teachers' work Three dimensions are selected for special attention historical institutional and interactional contexts in which teachers operate In different way the papers in this collection explore the contribution such an investigation of these contexts can make to our understanding of wider educational concerns

*Improving Literacy at KS2 and KS3* Andrew Goodwyn, 2002-06-28 Improving Literacy at KS2 and KS3 is all about primary secondary transfer seen mostly through the eyes of secondary teachers but with some interesting contributions from middle school staff who know the territory well This book sees the NLS's influence on primary practice as generally benign but takes a more jaundiced view of the implications for secondary teaching especially in its central chapter Evidence from experienced practitioners There are however many useful suggestions for reshaping and adapting parts of the strategy including chapters on classroom literacy and everyday life and literacy and drama which consider ways of relating learning to the wider culture beyond school including screen based literacy There is also a review of the language across the curriculum movement and a chapter on subject literacies which has left me with an abiding admiration for geography teachers as lone voices of dissent Sue Palmer TES Teacher This book will help students and practising teachers to understand the issues surrounding literacy the place of transition in pupils' lives and to feel confident in handling The National Literacy Strategy The book focuses on the crucial period when children complete primary schooling and begin in secondary schools It examines the issue of transition from one phase to the other and specifically the nature of literacy at this period The authors contrast the whole school approach of primaries to the very subject specific nature of secondary teaching The authors set the NLS in perspective reviewing earlier movements such as Language across the Curriculum and the NLS itself They offer a critique of

the strategy and outline its strengths and weaknesses The book sets out evidence of the way schools are reacting to the NLS and what classroom teachers and their pupils think Its coverage is comprehensive and includes focus on primary secondary and middle schools the teaching of literacy and English the role of ICT as well as important areas such as media education drama and modern foreign languages This book will be useful to education students and to practicing teachers in primary and secondary schools      **Routledge Library Editions: Education Mini-Set L Sociology of Education**

Various,2021-06-23 Mini set L Sociology of Education re issues 48 volumes originally published between 1928 and 1990 The books in this mini set discuss Teaching and social change research processes in education class race culture and education marxist perspectives in the sociology of education the family and education the sociology of the classroom and school organization      **Motivating Your Secondary Class** Maurice Galton,Susan Steward,Linda Hargreaves,Charlotte

Page,Anthony Pell,2009-08-24 Why do so many pupils in Years 7 8 and 9 switch off and make very little progress in the core subjects such as English and mathematics What can teachers and schools do to improve pupils attitudes and motivation Maurice Galton and his team have collected examples from various schools of what works in re energising demotivated pupils This book presents practical advice and strategies for improving lower secondary school classrooms ranging from reducing class size to innovative induction programmes emphasising the development of core study skills and developing effective procedures to train pupils to cooperate rather than confront each other during lessons Chapters cover Making a Good Start to Secondary Education Creating a Cooperative Classroom Climate Improving Communication between Pupils and Teachers Why are some classrooms more successful How can school structures influence positive relationships The book is a much needed resource for all secondary teachers and is particularly useful for year and subject heads      **Primary Education at a**

**Hinge of History** Colin Richards,2002-11-01 Primary education is currently at the centre of political attention Reform is constantly under consideration though the leading proponents of reform are often far removed from the classroom and the world of hard pressed demoralised primary teachers Colin Richards rectifies this by communicating the big picture of primary school culture He takes the world of the primary school since Plowden 1967 and traces perennial and emergent issues the issues that need to be understood in order to make a difference to the future of primary education Through constructive criticism of the national curriculum OFSTED ITT and teaching methodology the book will influence and improve the understanding of policy makers headteachers governors and teachers and students      **TVEI** Colin McCabe,1986 This book discusses how a range of organisations is developing based on the evaluation by teachers heads project directors and co ordinators advisers lecturers and administrators of the knowledge gained after up to two years actual experience of running their pilot schemes of the Technical and Vocational Education Initiative TVEI

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