

Teach the Children: An Agency Approach to Education

Flinders, Neil

Note: This is not the actual book cover

Teach The Children An Agency Approach To Education

Yana Manyukhina, Dominic Wyse



Teach The Children An Agency Approach To Education:

Teach the Children Neil Flinders,1990-06-01 Children's Agency in the National Curriculum Yana Manyukhina,Dominic Wyse,2025-05-28 How much say should children have in their own education Through in depth research in diverse primary schools Manyukhina and Wyse explore how children s voices and choices shape their learning experiences and why it matters This ground breaking text offers new insights into one of education s most pressing questions how to balance children s agency with educational standards The 40 month research project that is at the heart of the book investigated how England s national curriculum and other educational structures affect children s agency The authors report findings in three contrasting schools an inner city primary school a suburban academy primary school and an independent school As a result of in depth longitudinal research this book uncovers the details of how schools can enable or limit children s ability to shape their learning from classroom choices and playground decisions to curriculum and school councils *Children s Agency in the National Curriculum* engages with England s national curriculum in the context of curriculum studies and curriculum development internationally The new findings arise from research that is close to practice ensuring that the implications of the work are relevant for children teachers and policy makers alike *The Balancing Act: An Evidence-Based Approach to Teaching Phonics, Reading and Writing* Dominic Wyse,Charlotte Hacking,2024-06-20 Dominic Wyse and Charlotte Hacking present a ground breaking account of teaching phonics reading and writing Created from a landmark study new research new theory and cutting edge teacher professional development this balanced approach to teaching seeks to improve all children s learning and therefore life chances The book dismantles polarised debates about the teaching of phonics and analyses the latest scientific evidence of what really works It shows in vivid detail how phonics reading and writing should be taught through the creativity of some of the best authors of books for children By describing lessons inspired by real books it showcases why the new approach is more effective than narrow phonics approaches The authors call for a paradigm shift in literacy education The chapters show how and why education policies should be improved on the basis of unique analyses of research evidence from experimental trials and the new theory and model the Double Helix of Reading and Writing It is a book of hope for the future in the context of powerful elites influencing narrow curricula narrow pedagogy and high stakes assessments *The Balancing Act* will be of interest to anyone who is invested in young children s development It is essential reading for teachers trainee teachers lecturers researchers and policy makers world wide who want to improve the teaching of reading and writing in the English language **Teacher Education for Transformative Agency** Carina America,Nazeem Edwards,Maureen Robinson,2021-01-19 Many teacher education programs globally are undergoing significant changes in response to government policy imperatives driven by global competitiveness as well as local conditions This is particularly relevant in the South African context where teacher education seeks to navigate from the ravages of apartheid education towards addressing the developmental needs of the majority of its citizens This book records and

explores efforts by academic staff members within the Faculty of Education at Stellenbosch University South Africa responding to the demands of a new program in initial teacher education It brings together diverse views seeking to present a coherent program in the Postgraduate Certificate in Education PGCE It examines how curriculum design unfolds across disciplines in the program and crucially the commonalities in the presentation of course material Lecturers examine the purpose structure and content of their teaching as they engage with putting democratic policy goals into practice in the core as well as subject specific modules of the program

Engaging with Australasia: Comparative Research on ELT and English Teacher Education Raqib Chowdhury, Huynh Anh Tuan, 2024-10-21 The book showcases collaborative intercultural research into English language teaching and English language teacher education across Australasia covering a broad range of topics from English education policies curricular reform and practices teacher professional development and teacher and student identities Together the selected studies showcase how in the shadow of the Pandemic newer configurations in developing Asian and South East Asian countries have complicated collaboration in teaching and research and how these contrast with practices in Australia In particular the studies highlight the need for both cultural and pedagogical adaptations in practitioners engagement with both policy and pedagogy The book finds interested readership among emerging educators including graduate and doctoral researchers as well as educators and policymakers

Teaching and Supporting Children with Special Educational Needs and Disabilities in Primary Schools Jonathan Glazzard, Jane Stokoe, Alison Hughes, Annette Netherwood, Lesley Neve, 2019-02-11 This comprehensive guide explores what is meant by SEND in primary schools and covers everything trainees need to know about their statutory responsibilities in school It has been fully revised and updated in line with the new SEN Code of Practice and current legislation

Facilitating Children's Agency in the Interaction Claudio Baraldi, 2022-10-26 This book analyzes children's agency as interactional achievement in formal and informal contexts of education and illuminates how agency can be encouraged and supported in these educational contexts Taking a sociological approach the author deals with children as social agents rather than learners and considers structures of interaction which encourage and support agency rather than teaching The book draws from field research conducted over more than twenty years in a variety of Italian and international contexts This book is unique in providing a theoretical reflection on the social structures that can support children's agency as well as a large amount of examples which show how these structures and agency work

Resources in Education ,2001 *Research in Education* ,1972 **The Teacher's Encyclopaedia of the Theory, Method, Practice, History and Development of Education at Home and Abroad** Arthur Pillans Laurie, 1911

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