

# *Teaching* Primary Mathematics

*Mike Askew*

A guide  
for newly  
qualified &  
student  
teachers



# Teaching Primary Mathematics A Guide For Newly Qualified And Student Teachers

**JA Banks**



## **Teaching Primary Mathematics A Guide For Newly Qualified And Student Teachers:**

Teaching Primary Mathematics Mike Askew, 1998 This text seeks to help newly qualified teachers and those in initial teacher training to get to grips with National Curriculum mathematics at Key Stages 1 and 2 A selection of activities and resources are provided to help teachers develop the strategies for each of the four curriculum areas Practical suggestions are underpinned with findings from research in the field The authors also highlight issues for reflection and discussion to help teachers develop their own good practice Case studies are provided to contextualize and bring alive aspects of teaching and learning mathematics It also exemplifies cross curricular links to other subjects and topics

Mathematics For Primary Teachers Valsa Koshy, Ron Casey, Paul Ernest, 2014-04-08 This book combines accessible explanations of mathematical concepts with practical advice on effective ways of teaching the subject Section A provides a framework of good practice Section B aims to support and enhance teachers subject knowledge in mathematical topics beyond what is taught to primary children Each chapter also highlights teaching issues and gives examples of tasks relevant to the classroom Section C is a collection of papers from tutors from four universities centred around the theme of effective teaching and quality of learning during this crucial time for mathematics education

**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 sta

**Reflective Primary Mathematics** Elizabeth Jackson, 2015-08-20 This original book shows the crucial importance of personal philosophies of mathematics Using current research it guides us to reflect on our attitudes and beliefs Essential reading for anybody interested in mathematics and its teaching Paul Ernest Emeritus Professor of Mathematics Education University of Exeter Teaching mathematics can be challenging and returning to a mathematics classroom yourself may not inspire you with confidence This book can help you to become an assured teacher who can give young learners the high quality mathematics education that they deserve by exploring the philosophy that lies behind good mathematics teaching and its application in the classroom Throughout the book you are encouraged to put your own thoughts on mathematics learning and teaching under the microscope and examine your perceptions and understanding in order to develop as a critically reflective teacher aware of potential challenges and what underpins effective mathematics teaching in primary schools Coverage includes developing your own philosophy towards mathematics teaching understanding links between confidence and learning the importance of subject knowledge common beliefs and attitudes among mathematics learners how to develop your relationship with the subject This is essential reading for all students studying primary mathematics on initial teacher education courses including undergraduate BEd BA with QTS postgraduate

PGCE School Direct SCITT Teach First and NQTs Elizabeth Jackson has over thirty years experience of mathematics education through primary and secondary school teaching lecturing in initial teacher education and supervising mathematics Master s dissertations as well as conducting research into mathematics and writing The Development of Arithmetic Concepts and Skills Arthur J. Baroody, Ann Dowker, 2013-06-17 This volume focuses on two related questions that are central to both the psychology of mathematical thinking and learning and to the improvement of mathematics education What is the nature of arithmetic expertise How can instruction best promote it Contributors from a variety of specialities including cognitive developmental educational and neurological psychology mathematics education and special education offer theoretical perspectives and much needed empirical evidence about these issues As reported in this volume both theory and research indicate that the nature of arithmetic expertise and how to best promote it are far more complex than conventional wisdom and many scholars past and present have suggested The results of psychological educational and clinical studies using a wide range of arithmetic tasks and populations including normally and atypically developing children non injured and brain injured adults and savants all point to the same conclusion The heart of arithmetic fluency in general and the flexible and creative use of strategies in particular is what is termed adaptive expertise meaningful or conceptually based knowledge The construction of adaptive expertise in mathematics is for the first time examined across various arithmetic topics and age groups This book will be an invaluable resource for researchers and graduate students interested in mathematical cognition and learning including mathematics educators developmental and educational psychologists and neuropsychologists educators including teachers curriculum supervisors and school administrators and others interested in improving arithmetic instruction including officials in national and local education departments the media and parents *Meeting the Standards in Primary Mathematics* Tony Brown, 2003-09-02 This book guides readers through the professional standards and requirements to reach Qualified Teacher Status explaining what trainees need to know The author discusses the best ways of developing mathematical knowledge and teaching skills and how to acquire the professional know how needed to complete the training successfully will help readers to understand the Standards related to mathematics teaching offer detailed guidance on the primary mathematics curriculum help readers prepare for the QTS skills test help readers to develop the pedagogical knowledge that you need for effective teaching of mathematics help readers prepare for school based training provide ideas suggestions and further reading to support during their training and their NQT year This practical guide to meeting the standards is invaluable for students on primary training courses lecturers and mentors supporting trainees in mathematics education programmes and newly qualified teachers Black in School: The Black Teacher's Guide for Surviving the Classroom Kemi Oluyinka, Caren Onanda, 2024-10-30 This is a thought provoking and insightful guide written by Black educators for educators from all backgrounds and at all levels within the education system With contributions from Black professionals within education from all levels it offers smart guidance for daily life in schools and on boosting your

teaching career combined with challenging insights into the experiences of Black educators in the UK How have Black educators survived and thrived in an education system that lacks diversity at all staff levels especially so in leadership positions How can their knowledge and experience benefit your journey Explore contentious issues that directly affect Black teachers and the children they teach including Why are there so few Black male teachers What drives drop out rates among Black teachers Why do Black teachers get stereotyped and fetishised How can you use networking and professional learning to move your teaching career forward     Maximising the Impact of Teaching Assistants in Primary Schools Rob Webster, Paula Bosanquet, Sally Franklin, Matthew Parker, 2021-05-16 Drawing on the lessons from one of the world's leading research and development efforts involving teaching assistants TAs this book is the authors most authoritative text yet on how to design a whole school plan to improve TAs deployment practice and preparedness and put it into action The authors use robust theories and original research to explore an innovative and integrated approach to making the most of TAs and recognising the valuable contributions they make to the classroom and the school Structured around a unique and empirically sound conceptual framework this book provides essential principles practical tools and workable strategies developed through collaboration with hundreds of UK schools It focuses on ensuring TAs can thrive in their role and presents the tools and techniques needed to do so accessibly and is illustrated with case studies on school and classroom practices Essential reading for all primary school leaders and SENCOs responsible for training and managing TAs this book is also a useful resource for teachers and teaching assistants looking to optimise the TAs contributions Used in combination with The Teaching Assistant's Guide to Effective Interaction Maximising the Impact of Teaching Assistants in Primary Schools is a comprehensive and unrivalled guide to supporting school workforce improvement     *For the Learning of Mathematics*, 2001

**ECEL 2018 17th European Conference on e-Learning** Klimis Ntalianis, Antonios Andreatos, Cleo Sgouropoulou, 2018-11-01 The European Conference on e Learning was established 17 years ago It has been held in France Portugal England The Netherlands Greece and Denmark to mention only a few of the countries who have hosted it ECEL is generally attended by participants from more than 40 countries and attracts an interesting combination of academic scholars practitioners and individuals who are engaged in various aspects of e Learning Among other journals the Electronic Journal of e Learning publishes a special edition of the best papers presented at this conference     **The School Mentor's Guide** Colin Howard, Joy Carroll, Jane Owens, Deborah Langston, 2020-02-06 The ultimate guide for current and aspiring school mentors Whether you are a recently qualified teacher who has taken on their first mentee or are a professional mentor who is responsible for groups of trainees and teachers in the early years of their careers this book explores what effective mentoring is and how to succeed in your role The book Provides a framework for you as a school based mentors to work within Outlines the key skills and qualities of effective in school mentors Supports you in building confidence and raising the status of your role Brings greater coherence and consistency to school based mentoring for trainee and beginning teachers     **Mentoring**

**Teachers in the Primary School** Kristy Howells, Julia Lawrence, Judith Roden, 2020-12-28 Mentoring Teachers in the Primary School helps mentors of trainee and newly qualified primary school teachers to both develop their own mentoring skills and provide the essential guidance their beginning teachers need as they navigate the roller coaster of the first years in the classroom Offering tried and tested strategies based on the best research it covers the knowledge skills and understanding every mentor needs Together with tools for self evaluation this book is a vital source of support and inspiration for all those involved in developing the next generation of outstanding teachers Key topics for primary mentors include the role of the mentor mentoring relationships mentoring in specialist areas mentoring development Filled with guidance to support mentors own development as well as the development of beginning primary teachers Mentoring Teachers in the Primary School is a vital guide for mentors of primary school teachers both trainee and newly qualified with ready to use strategies that support and inspire mentors

**Primary Professional Studies** Alice Hansen, 2018-06-04 Primary teacher training is challenging Trainees must be prepared to consider teaching in innovative ways while remaining focused on the unchanging requirements of children s learning The fourth edition of this popular core book supports trainee teachers working towards primary QTS who need to take account of the diverse aspects of primary professional studies This is a comprehensive core text for the primary professional studies module It begins with an exploration of the curriculum and reviews the current curriculum The text moves on to look at The Developing Child encouraging students to focus on child centred teaching and learning and explores the needs and learning journeys of all children The fourth edition includes new chapters on technology and learning mindfulness in the classroom reflective practice and completing research and writing assignments for primary teacher training

**The British National Bibliography** Arthur James Wells, 2000 **A Guide to Teaching Practice** Louis Cohen, Lawrence Manion, Keith Morrison, Dominic Wyse, 2010-06-17 A Guide to Teaching Practice is the major standard text for all students on initial teacher training courses in the UK Authoritative yet accessible it covers the important basic skills and issues that students need to consider during their practice such as planning classroom organization behaviour management and assessment The book s focus on the quality of teaching and learning and consideration of the latest regulations and guidelines ensures that it fits comfortably within TTA and OfSTED frameworks In addition comprehensively revised and fully updated this fifth edition features brand new chapters on the foundation stage legal issues learning and teaching and using ICT in the classroom as well as new material on numeracy literacy children s rights progress files and gifted and talented children This book is the most respected and widely used textbook for initial teacher training courses and will be an essential resource for any student teacher

*Mentoring Mathematics Teachers in the Secondary School* Rosa Archer, Siân Morgan, David Swanson, Claire Clemmet, Stef Sullivan, 2023-12-01 This practical workbook assists school based mentors of mathematics teachers to develop their mentoring skills offering mentors the essential guidance needed in order to effectively support trainee or newly qualified secondary mathematics teachers as well

as in their overall career development Offering tried and tested strategies based on research and evidence Mentoring Mathematics Teachers in the Secondary School covers the knowledge skills and understanding every mentor needs and offers practical tools such as lesson plans and feedback sheets observation sheets case studies sample dialogues and other learning activities and exercises Together with analytical tools for self evaluation this book is a vital source of support and inspiration for all those involved in developing the next generation of outstanding mathematics teachers whether in teacher training or as newly qualified or early career teachers Key topics explored include Roles and responsibilities of mentors within mathematics education and understanding yourself as a mentor The mentor mentee relationship and helping develop a beginning teacher s identity Supporting specific aspects of beginning mathematics teachers knowledge skills and understanding including developing reflective practice lesson planning and mathematical misconceptions Strategies for observation and analysis of lessons marking assessment and the use of data Mentoring for long term career and teacher development Filled with the key tools needed for the mentor s individual development Mentoring Mathematics Teachers in the Secondary School offers an accessible and practical guide to mentoring trainee teachers and early career teachers with ready to use strategies that support inspire and elevate both mentors and teachers alike This book also includes an online eResource offering downloadable resources and web based training material

**Training of teachers** Great Britain: Parliament: House of Commons: Children, Schools and Families Committee, 2010-02-09 Incorporating HC 369 i to v session 2008 09 *Resources in Education* ,2001 *Research in Education* ,1974 *Induction and Mentoring of Newly Qualified Teachers* Kevan Bleach, 2013-12-19 First Published in 1999 Every school employing newly qualified teachers NQTs from 1999 onwards is required to provide them with structured support and training This book offers comprehensive guidance to classroom teachers heads of department and senior managers on effective induction and mentoring Much of its content will also relate to the mentoring of student teachers on school experience Organised into three key parts the book examines the tools and responsibilities of induction and mentoring the development of good mentoring relationships and the management of support and training Based on good practice developed in schools and training courses it will serve the practical and immediate needs of mentors and induction managers while also helping them to reflect on the wider underlying issues involved in getting teaching careers off to a good start Appropriate reference is made to the Teaching and Induction Standards Career Entry Profiles and the DFEE s new arrangements for induction

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