

Children's Perceptions of Learning with Trainee Teachers

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Childrens Perceptions Of Learning With Trainee Teachers

Kate Jacques, Rob Hyland



Childrens Perceptions Of Learning With Trainee Teachers:

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

Professional Studies: Primary and Early Years Kate Jacques, Rob Hyland, 2007-09-03 An invaluable guide to understanding and meeting the broad professional requirements for QTS for all primary trainees [International Handbook of Student Experience in Elementary and Secondary School](#) D. Thiessen, Alison Cook-Sather, 2007-06-03 The International Handbook of Student Experience in Elementary and Secondary School brings together in a single volume the groundbreaking work of scholars who have conducted studies of student experiences of school in Afghanistan Australia Canada England Ghana Ireland Pakistan and the United States Drawing extensively on students interpretations of their experiences in school as expressed in their own words chapter authors offer insight into how students conceptualize and approach school understand and address the ongoing social opportunities for and challenges in working with other students and teachers and the multiple ways in which they shape and contribute to school improvement The individual chapters are framed by an opening chapter which provides background on bases of and trends in research on students experiences of school and a final chapter which uses the interpretive framework translation provided to explore how researching students experiences of school challenges those involved to translate their qualitative research methods the terms they evoke to describe and define students experiences of schools and in fact themselves as researchers

Foundations of Primary Teaching Denis Hayes, 2013-06-17 Presenting a detailed introduction to all aspects of teaching within the primary school this new edition has been updated with new material on inclusion SEN legal issues ICT and teaching assistants

Children, Their Schools and What They Learn on Beginning Primary School Genevoix Nana, 2013-11-13 This research is a pioneering study in comparative education in the context of Cameroon in particular and Africa in general which highlights present day school and classroom instances of language socialisation as instantiating Anglophone and Francophone education traditions in their representation of the British and French educational legacies from the colonial era Its findings point to practices specific to each study site and to Anglophone and Francophone subsystems of education as they translate local national and global education perspectives and parallel Anglophone and Francophone cultures writ large The narrative analysis and findings of this study are therefore of relevance to educational communities in other countries as issues of language socialisation ideology identity bilingualism multilingualism and comparative education are raised from a language and culture learning angle The findings of this work also present emerging patterns of communal practices resulting from the

coexistence of both subsystems of education while the empirical data presented expose an inadequacy between official bilingualism discourse and its implementation in schools which may have a significant impact on future orientation of this policy in schools in Cameroon This book will be useful to scholars interested in the fields of language socialisation and comparative education in general and in Africa and Cameroon in particular It will also be of interest to language policymakers in the context of Cameroon as data from schools indicate that official bilingualism practice does not echo policy discourse and problematises the construct of a Cameroonian identity as constitutive of Anglophone Francophone and local cultures The data report however shows that the paradigm shift in teachers perceptions about the value of languages apparently influenced pupils attitudes towards the various languages to which they were being socialised both at home and in school and particularly shaped their understanding of the necessity of learning the second official language

Childrens Perceptns Learning with Trainee Teachers Cooper Hyland Eds Staff,2000 Annotation This book is unique as it focuses on pupils perceptions of their learning with trainee teachers in primary schools It aims to raise trainee teachers awareness of the importance of considering pupils perceptions in evaluating their teaching and provides frameworks for doing so It enables teachers to make links between theory research and practice as part of their on going development The text includes interviews with primary pupils examples of new teaching approaches case studies offering pupil insights into curriculum subjects chapter summaries giving suggestions for teaching strategies discussions with mentors and tutors and further reading

Bibliographic Guide to Education ,2001 lists publications cataloged by Teachers College Columbia University supplemented by The Research Libraries of The New York Public Library

Comprehensive Classroom Management Vernon F. Jones,Louise S. Jones,2007 I love this book and I love teaching my classroom management course using this book It is clear straightforward and grounded in solid research It is very comprehensive yet at the same time easy to read Elizabeth Whiteman Hudson Valley Community College Comprehensive Classroom Management presents practical methods for creating a positive learning environment working with behavioral problems and dealing with a range of challenges in the K 12 classroom This text uses real life examples to help both pre and in service teachers understand and apply the principles of classroom management in their own classroom situations The text uses numerous case studies examples and descriptions of specific strategies based on current research and classroom experience The authors focus on creating positive learning environments for students and provide extensive practical materials on both problem solving and building individual behavior change plans for students with behavioral problems New to This Edition Extensive new material in the areas of working with culturally diverse student groups special education and teacher student relationships New research and numerous new examples that keep the text current Complete Instructor s Manual on CD ROM with sample test items activities reproducible forms and links to useful websites makes course preparation far easier Classroom vignettes video free to adopters that illustrates management issues in short clips Package this text with Insert MyLabSchool Logo a powerful set of online tools

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Classroom Interactions in Literacy Eve Bearne, Henrietta Dombey, Teresa Grainger, 2003 Annotation This book examines some of the complexities and debates about language literacy and learning challenging current assumptions about shared understanding of pedagogical principles It foregrounds social and cultural issues and the nature of interaction between children and teachers children and children children and texts of all kinds and the significance of wider interactions within the teaching profession The contributors revitalise debate about the nature of professional knowledge provide insights into the detail of classroom discourse and teacher interventions and examine the transformative possibilities of literacy They argue for a more open and expansive agenda informed by an analytically constructive view of pedagogy and challenge the profession to move from restrictive certainties to the potent possibilities of development through uncertainty and risk

Primary Teaching Catherine Carden, 2022-06-08 The second edition of this core text from Learning Matters asks What is teaching Does curriculum really matter Does behaviour need managing What is a learning environment today Does my classroom reflect the identities of all of my learners How can I bring the theme of sustainability to my teaching Discussing these and many more it covers the contents of professional studies modules and goes beyond to support trainees on placements and in their learning on the course Five new chapters are added for this edition discussing themes of sustainability teacher self care diversity in the curriculum sex and relationships education and our new understanding of learning environments Learning features throughout have been designed to help students develop their understanding broaden their perspectives think more critically and apply theory to practice These include Case Studies to apply learning to real life school contexts Key Readings to encourage wider reading broaden perspectives and offer practical ideas for the classroom Key Theory features introduce and summarise big ideas theories and research Critical Questions direct reflection help students engage with what their reading and encourage critical responses Classroom Links highlight good practice provide practical ideas and show how to implement these in the classroom Assignment features offer helpful points to consider and practical advice for writing assignments on chapter topics which act as great starting points

American Book Publishing Record, 2000 *Boletin Internacional de Bibliografia Sobre Educacion*, 2002

Reflective Teaching in Schools Andrew Pollard, Kristine Black-Hawkins, Gabrielle Cliff Hodges, Pete Dudley, Steve Higgins, Mary James, Holly Linklater, Sue Swaffield, Mandy Swann, Mark Winterbottom, Mary Anne Wolpert, 2018-11-29 The book you can trust to guide you through your teaching career as the expert authors share tried and tested techniques in both primary and secondary settings For this new edition Andrew Pollard has worked with the same core author team to bring you expert guidance from top practitioners in the form of a text that is both cohesive and that continues to evolve to meet the needs of today's teachers It is designed for trainees whether in universities or schools such as School Direct SCITT Reflective Teaching in Schools uniquely provides two levels of support practical evidence based guidance on key classroom issues including relationships behaviour curriculum planning teaching

strategies and assessment evidence informed principles and concepts to help you continue developing your skills New to this edition 10 Lesson Study cases illustrate the impact this approach can have on classroom teaching whether in a city Primary School or rural Secondary Academy 10 Toolkit Evidence summaries based on the Sutton Trust EEF Teaching and Learning Toolkit cover topics like collaborative learning New Reflective Activities and guidance on Key Readings at the end of each chapter Updates to reflect recent changes in curriculum and assessment across the UK reflectiveteaching.co.uk provides a treasure trove of additional support It now includes a new chapter on mentoring a glossary to help decipher the difference between IEP and LAP and much more *Perspectives on Classrooms and Schools* Louis Cohen, Lawrence Manion, 1981

The Child-school Interface Raya A. Jones, 1995 Reviews up to date multidisciplinary research into relationships between school environments and child learning and behaviour The text is underpinned by a view of the school as a systemic whole and is supported by discussions of the theoretical models and research methods [British Education Index](#), 2005

EUDISED European Educational Research Yearbook 1998/99, 2000 **Register of Educational Research in the United Kingdom**, 1995 *Current Research in Britain*, 1998 **Current Index to Journals in Education**, 2002

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