

reflective teaching in primary schools

Andrew Pollard and Dominic Wyse

with Ayesha Draig, Caroline Daly, Sindad Harney, Louise Hayward, Steve Higgins,
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Reflective Teaching In The Primary School

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Pollard, Dominic Wyse, Ayshea Craig, Caroline Daly, Sinead Harmey, Louise Hayward, Steve Higgins, Amanda McCrory, Sarah Seleznyov, 2023-01-26 The book you can trust to guide you through your teaching career as the expert authors share tried and tested techniques in primary settings Dominic Wyse with Andrew Pollard have worked with top practitioners from around the UK to create a text that is both cohesive and that continues to evolve to meet the needs of today's primary school teachers This book uniquely provides two levels of support practical evidence based guidance on key classroom issues such as relationships behaviour curriculum planning teaching strategies and assessment evidence informed principles and concepts to help you continue developing your skills New to this edition More case studies and research summaries based on teaching in the primary school than ever before 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

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this book takes a focused look at what primary trainees need to know and offers specific and details guidance on how to be meaningfully reflective in learning and teaching Examining reflection as a tool for both teachers and children this text considers how teachers can encourage the children they teach to be reflective in their own learning and how this can improve learning and teaching Chapters on lesson study and reflective journals offer practical guidance and a chapter on using children s voice as a tool for reflection explores this popular topical theme Case studies and activities are included to help the reader relate theory to practice and all chapters are linked to the 2012 Teachers Standards About the Transforming Primary QTS series This series reflects the new creative way schools are begining to teach taking a fresh approach to supporting trainees as they work towards primary QTS Titles provide fully up to date resources focused on teaching a more integrated and inclusive curriculum and texts draw out meaningful and explicit cross curricular links

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Reflective Teaching Andrew Pollard,2008-05-08 *Reflective Teaching* is the definitive textbook for reflective classroom professionalism It offers exceptional support for trainee teachers mentors newly qualified teachers and for those engaged in continuing professional development and performance review Andrew Pollard s *Reflective Teaching* has been established for over twenty years Each edition builds on that foundation and offers something new This edition is enhanced by A new look a larger format fresh text design photographs and illustrations make the book more attractive and user friendly than ever

before New content to reflect contemporary innovations such as Personalized Learning Assessment for Learning Pupil Consultation and Every Child Matters Updates throughout in line with new teaching Standards and Competences in each part of the UK Advanced material to respond to the introduction of Master s Level study within many PGCE courses the growth in evidence informed professional practice and more coherent continuing professional development Research Briefings from the Teaching and Learning Research Programme TLRP the UK s largest ever coordinated initiative on educational research Reflective Teaching is the most comprehensive evidence informed handbook on teaching and remains as ever both practical and accessible This book and its associated resources have extremely serious intentions and contemporary relevance We wish to support the continuing development of high quality professionals who can enhance pupil attainment and we also want to support new teachers in understanding the contexts in which they work and the significance of what they do Andrew Pollard Reflective Teaching is part of a set of integrated and complementary resources www.reflectiveteaching.co.uk a fully integrated online resource providing regularly updated material Readings for Reflective Teaching a unique portable library of 120 exceptional readings [Reflective Learning and Teaching in Primary Schools](#) Alice Hansen,Adrian Copping,Nick Clough,Mike Pezet,Peter Dudley,Lisa Murtagh,Elizabeth Gowing,Helen Davenport,Emma McVittie,2013-01-31 Trainee teachers are expected to demonstrate reflective practice in many ways throughout their course This text provides support for trainees enabling them to demonstrate their ability to be meaningfully reflective It gives trainees guidance on how to encourage children to be reflective in their learning and how to be analytical with regards to their own practice ultimately improving learning and teaching It includes chapters on lesson study and reflective journals and considers children s voice and coaching as tools for reflection Features case studies and interactive activities throughout helping the reader link theory to practice **Reflective Teaching** Kenneth M. Zeichner,Daniel P. Liston,2013-11-07 This popular text provides a clear succinct explanation of how reflection is integral to teachers understandings of themselves their practice and their context and elaborates how various conceptions of reflective teaching differ from one another The emphasis on the importance of both self and context is embedded within distinct and varied educational traditions conservative progressive radical and spiritual Throughout the text the reader is encouraged to examine his her assumptions and understandings of teaching learning and schooling and to reflect on self and context The major goal of this book is to help teachers explore and define their own positions with regard to key topics and issues related to the aims of education in a democratic society Its core message is that such reflection is essential to becoming more skilled more capable and in general better teachers New in the Second Edition Underscores use of critical educational texts and film to encourage reflection highlights emotional features of teaching and reflection addresses spiritual contemplative domains in educational traditions Companion Website [Reflective Teaching in Higher Education](#) Paul Ashwin,David Boud,Kelly Coate,Fiona Hallett,Elaine Keane,Kerri-Lee Krause,Brenda Leibowitz,Iain MacLaren,Jan McArthur,Velda McCune,Michelle Tooher,2015-02-26

Reflective Teaching in Higher Education is the definitive textbook for reflective teachers in higher education. Informed by the latest research in this area, the book offers extensive support for those at the start of an academic career and career-long professionalism for those teaching in higher education. Written by an international collaborative author team of higher education experts led by Paul Ashwin, Reflective Teaching in Higher Education offers two levels of support: practical guidance for day-to-day teaching covering key issues such as strategies for improving learning, teaching and assessment, curriculum design, relationships, communication and inclusion, and evidence-informed principles to aid understanding of how theories can effectively inform teaching practices, offering ways to develop a deeper understanding of teaching and learning in higher education. Case studies, activities, research briefings and annotated key readings are provided throughout. The author team includes Paul Ashwin (Lancaster University, UK), David Boud (University of Technology Sydney, Australia), Kelly Coate (King's Learning Institute, King's College London, UK), Fiona Hallett (Edge Hill University, UK), Elaine Keane (National University of Ireland Galway, Ireland), Kerri Lee Krause (Victoria University Melbourne, Australia), Brenda Leibowitz (University of Johannesburg, South Africa), Iain MacLaren (National University of Ireland Galway, Ireland), Jan McArthur (Lancaster University, UK), Velda McCune (University of Edinburgh, UK), Michelle Tooher (National University of Ireland Galway, Ireland). This book forms part of the Reflective Teaching series edited by Andrew Pollard and Amy Pollard, offering support for reflective practice in early primary, secondary, further vocational, university and adult sectors of education. Reflective Teaching in Higher Education and its website www.reflectiveteaching.co.uk promote the expertise of teaching within higher education.

Readings for Reflective Teaching in Schools Andrew Pollard, 2014-02-27. Readings for Reflective Teaching in Schools provides a portable library of over a hundred readings to support teacher education and professional development. Extensively updated since earlier editions, the book concisely introduces both classic and contemporary research and understanding on teaching and learning. The selection reflects current issues and concerns in education and has been designed to support school-led teacher education as well as a wide range of school-university partnership arrangements. Uniquely, two types of reading are provided: summaries enabling easy access to evidence on key classroom issues including relationships, behaviour, curriculum, planning, teaching strategies and assessment processes; and analyses of deeper forms of understanding about teaching and learning processes to support the development of expertise throughout a teaching career. This collection of readings is edited by Andrew Pollard, former Director of the UK's Teaching and Learning Research Programme, with the advice of primary and secondary specialists from the University of Cambridge. Readings for Reflective Teaching in Schools is part of a fully integrated set of resources for primary and secondary education. Reflective Teaching in Schools focuses on how to achieve high-quality teaching and learning. By design, it offers both practical support for effective practice and routes towards deeper expertise. The website www.reflectiveteaching.co.uk offers supplementary resources including reflective activities, research briefings, advice on further reading and additional chapters. It also features a glossary, links to useful websites and a

conceptual framework for deepening expertise This book is one of the Reflective Teaching Series inspiring education through innovation in early years schools further higher and adult education Fostering Reflective Teaching Practice in Pre-Service Education Djoub, Zineb, 2017-08-11 As with any industry the education sector often goes through frequent changes It is every educator's duty to keep up with these shifting requirements and alter their teaching style accordingly Fostering Reflective Teaching Practice in Pre Service Education is an essential reference source that provides a detailed analysis of the most efficient and effective ways for teachers to adapt to changes in their industry Featuring relevant topics such as reflective teaching methodology lifelong learning programs pioneer service learning and technology integration in education this book is ideal for current educators future teachers academicians students and researchers that would like insight into the best practices for keeping up with the demanding changes in the education field The Purposes, Practices, and Professionalism of Teacher Reflectivity Edward G. Pultorak, 2010-03-16 Very little information about the impact of reflection on teacher performance teacher retention and student learning is available in teacher preparation programs This book provides practical and research based chapters that offer greater clarity about the particular kinds of reflection that matter and avoids talking about teacher reflection generically which implies that all kinds of reflection are of equal value This book addresses five very pertinent concepts 1 teacher reflectivity in theory and research 2 teacher reflectivity in teacher education programs 3 teacher reflectivity with teacher candidates 4 teacher reflectivity in schools and classrooms and 5 teacher reflectivity and international perspectives Teaching and Learning through Reflective Practice Tony Ghaye, 2010-12-09 Now in its second edition Teaching and Learning through Reflective Practice is a practical guide to enable all those involved in educational activities to learn through the practices of reflection The book highlights the power that those responsible for teaching and learning have to appraise understand and positively transform their teaching Seeing the teacher as a reflective learner the book emphasises a strengths based approach in which positivity resilience optimism and high performance can help invigorate teaching enhance learning and allow the teacher to reach their full potential This approach busts the myth that reflection on problems and deficits is the only way to better performance The approach of this new edition is an appreciative one At its heart is the exploration and illustration of four reflective questions What's working well What needs changing What are we learning Where do we go from here With examples drawn from UK primary teacher education the book reveals how appreciative reflective conversations can be initiated and sustained It also sets out a range of practical processes for amplifying success This book will be a must have for undergraduate and PGCE students on initial teacher training programmes It will also interest practising teachers teacher educators and those on continuing professional development courses

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