Chapter 1 : Schools and learning | Medway Council

Innovation in the classroom is about empowering teachers to develop intelligent, creative and effective teaching methods that will challenge and engage learn.

He works extensively in teacher education at a national and international level, developing novel ways to train the next generation of teachers, while always working for the good of children in school. He has a particular interest in the development of language and learning in the primary years. Having worked in education for the last 25 years he has taught from 5-year-olds to year-olds, from early years to Ph. Universities in Finland, Hungary and Germany have been working with him on a range of research projects: Des started his working life in commerce. The spirit of academic enterprise still pervades his work. Susan Tarrant Susan Tarrant has worked for several years as a primary teacher during which time she was able to develop her passion for the effective use of ICT in learning [Page viii]and teaching in schools. While mentoring student teachers from the University of Derby, Susan worked on projects using innovative ways of ICT to support learning. Now, as a university teacher in primary education, she leads ICT now computing across the B. Acknowledgements [Page ix] We would like to thank our families for their patient support, during the writing of this book. Thank you especially also to our editorial team of James Clark and Rachael Plant who have helped us complete our writing. SAGE would like to thank the following reviewers whose comments on the initial proposal helped to shape this book: Developing inclusive education systems: The role of organisational cultures and leadership, International Journal of Inclusive Education, 14 4: A Psychological Study of the Strange Situation. A different perspective on education: Principles, pragmatism and compliance in primary education, Cambridge Journal of Education, 34 1: Rethinking Classroom Talk, 4th edn. Hong Kong Institute of Education with Dialogos. Children, their World, their Education: Final report of the Cambridge Primary Review. An application of Total Quality principles in transforming the culture of classrooms, Planning and Changing, American Psychological Association The road to resilience. Exploring Play for Early Childhood Studies. Cultural Politics and Education. Goal constructs in psychology: How schools do policy: Deliverable goals and strategic challenges â€" a view from England on reconceptualising public education, in Networks of Innovation: Every Child, 16 3: Precursors to a theory of mind: Understanding attention in others. Evolution, development and simulation of everyday mindreading pp. School discipline in the United States: Prevention, correction, and long-term social development, School Psychology Review, 27 1: Thriving in the 21st century: Design and Technology Education: An International Journal, 9 3: Assessment and classroom learning, Assessment in Education, 5 1: The influence of affect on higher level cognition: The 2 sigma problem: Turning Experience into Learning. A Pac-Man theory of motivation. Tactical implications for classroom instruction, Educational Technology, 22 9: How can students be motivated: The Clearing House, 81 2: Rethinking what motivates and inspires students, The Clearing House: The nurture group in the primary school, Therapeutic Education, 4 2: Brain, Mind, Experience and School. Translating constructivist theory into practice in primary-grade mathematics, Education, 2: Blame, guilt and the need for labels: Reciprocal teaching, Cognition and Instruction, I 2: Child Care and Education, 2nd edn. Leading curriculum innovation in primary schools project: Nature and uses of immaturity, American Psychologist, 27 8: The culture of education. Building Firm Foundations from Birth to Five. The University of Hull. The Mind Map Book. Speech given at Ruskin College Oxford. University of Cambridge Local Examinations Syndicate. Cambridge Primary Review Independent review of the Primary Curriculum. Good practice in joint working. Tackling low educational achievement. Challenging traditional assumptions and rethinking learning spaces, in D. What the research says â€" ipads in the classroom.

Chapter 2 : Teaching Strategies | Primary Schooling

Lighthouse Primary School is a member school of the International Primary Curriculum (IPC). The IPC is an innovative international approach to primary education originally developed for schools set up by Royal Dutch Shell Corporation, and it is now used by schools in more than 90 countries worldwide.

Share via Email A happy classroom, with sensitive behaviour management, is part of the formula for excellence. All children benefit from classrooms like this but disadvantaged children benefit most of all, she says. Her finding about what the difference is between "good" and "excellent" in classroom teaching is just one small part of the study that had been going for more than fourteen years. It looked specifically at effective primary pedagogical strategies in English and maths in Key stage 2 ages in the English national curriculum. So what are they? Excellent organisational skills â€" teachers make sure all children understand the learning objectives and associated concepts and have extremely well organised resources and smooth classroom routines. Positive classroom climate â€" adults and children in the class like and respect one another. Classrooms are happy places, children are less disruptive and behaviour management is sensitive no-one is humiliated. Personalised teaching - teachers are sensitive to the individual needs of children and provide resources to match those needs. The teachers are more likely to link learning in the classroom with the world outside the classroom door and to provide homework that links directly to lesson content. Dialogic teaching and learning â€" this harnesses the power of talk to extend and stimulate student thinking to advance their learning and understanding. It provides opportunities for higher order thinking. Plenaries â€" teachers in the best schools are twice as likely as teachers in poor schools to use a plenary and they use it to recap on the lesson, provide feedback, challenge thinking and provide opportunities for further discussion. Because plenaries seem to have such a big effect, here are some examples of them highlighted in the research: The teacher then asked individual children to add in verses they had written during the lesson to create a whole class poem. The session was so effective the children were disappointed when it ended! The children shared their results with each other and discussed options for finding the most representative measure median, mode, mean and were encouraged to argue for their point of view. Lots more examples of effective plenaries can be found on the Guardian Teacher Network here. Download from the Department for Education website here Authors: This content is brought to you by Guardian Professional. Sign up to the Guardian Teacher Network to get access to over 70, pages of teaching resources and join our growing community. Could you be one of our bloggers? Do you have something you want to share with colleagues â€" a resource of your own and why it works well with your students, or perhaps a brilliant piece of good practice in teaching or whole school activity that you know about it? If so please get in touch. If you would like to blog on the Guardian Teacher Network please email emma.

Chapter 3 : Teaching & Learning | Knox Park Primary School

This core text for primary trainee teachers is a clear introduction to the different kinds of assessment and their purposes. Throughout the book, tasks encourage the reader to practise assessment skills and to reflect on planning, listening, questioning, observing, diagnosing and target-setting.

Alamy The question of what makes a great teacher has been around for a long time. The Sutton Trust has published a report that reviews the research into effective teaching , finding that popular practices, such as lavishing praise on students or allowing them to discover key things for themselves, actually have no grounding in research. So, what does the report recommend? Here are 10 salient points to take away: Know your subject The report, which looked at more than pieces of research, found that there were six main elements to great teaching and one of the most important ones was subject knowledge. Targeted help for teachers, giving them an understanding of particular areas where their knowledge is weak, could be effective. Praise can do more harm than good The wrong kind of praise can be harmful for students, the report found. A number of studies conducted by education experts, including Carol Dweck professor of psychology at Stanford University and Auckland University professors John Hattie and Helen Timperley, have observed this. The report adds the caveat that the findings are open to interpretation, however, as teachers can do things well or badly, and some methods are not appropriate in all circumstances. This involves giving enough time for children to practise new skills and introducing learning progressively. Teacher beliefs count The reasons why teachers do certain things in the classroom and what they hope to achieve has an effect on student progress. Evidence to support this is not conclusive, however. But classroom management â€" including how well a teacher makes use of lesson time, coordinates classroom resources and manages the behaviour of students â€" was noted as important. This can result in teachers not accomodating to the various different needs within one group and in some instances going too fast with high-ability groups and too slow with low ones. But despite the popularity of this approach psychological evidence shows that there is no evidence this actually works. You can read more about the evidence on learning styles here. Learning should be hard at first One finding that may surprise you is that approaches that appear to make learning harder in the short term can actually lead to students retaining more information in the long term. Elizabeth Ligon Bjork, professor at the University of Michigan and Robert Bjork, professor at the University of California, said that varying the type of tasks you ask pupils to do improves retention even though it makes learning harder initially. The report said that there may not be a direct link with these practices and student achievement, but to capture a broad definition of good teaching they should be included. Follow us on Twitter via GuardianTeach. Join the Guardian Teacher Network for lesson resources, comment and job opportunities , direct to your inbox.

Chapter 4 : Teaching Methods

This is an essential text for all primary trainees, covering the fundamental issues for learning and teaching in primary schools today. It motivates and challenges trainees at the same time as guiding them through the Standards for the Award of QTS.

Sponsored Program Low Tech Approach to Learning While technology undoubtedly has changed education, many educators opt to use a more traditional, low tech approach to learning. Some learning styles require a physical presence and interaction between the educator and the student. Additionally, some research has shown that low-tech classrooms may boost learning. For example, students who take handwritten notes have better recall than students who take typed notes. Another downside of technology in the classroom may be that students exposed to spell check and autocorrect features at an earlier age may be weaker in spelling and writing skills. Ultimately, tailoring the learning experience to different types of learners is incredibly important, and sometimes students work better with a low-tech approach. Here are some examples of low technology usage in different teaching methodologies: Kinesthetic learners have a need for movement when learning. Teachers should allow students to move around, speak with hands and gestures. Students may participate in fieldwork, learning expeditions, projects or case studies to be able to apply knowledge learned in the classroom to the real world, rather than learning through the virtual world. Many types of vocational or practical training cannot be learned virtually, whether it be a laboratory experiment or woodworking. Through these different approaches to teaching, educators can gain a better understanding of how best to govern their classrooms, implement instruction, and connect with their students. Learn more about each one to find the best fit for your classroom. Teacher-Centered Methods of Instruction Direct Instruction Low Tech Direct instruction is the general term that refers to the traditional teaching strategy that relies on explicit teaching through lectures and teacher-led demonstrations. In this method of instruction, the teacher might play one or all of the following roles: As the primary teaching strategy under the teacher-centered approach, direct instruction utilizes passive learning, or the idea that students can learn what they need to through listening and watching very precise instruction. Teachers and professors act as the sole supplier of knowledge, and under the direct instruction model, teachers often utilize systematic, scripted lesson plans. Direct instruction programs include exactly what the teacher should say, and activities that students should complete, for every minute of the lesson. Because it does not include student preferences or give them opportunities for hands-on or alternative types of learning, direct instruction is extremely teacher-centered. Back to Top Flipped Classrooms High Tech The idea of the flipped classroom began in when two teachers began using software that would let them record their live lectures. By the next school year, they were implementing pre-recorded lectures and sharing the idea of what became known as the flipped classroom. Broadly, the flipped classroom label describes the teaching structure that has students watching pre-recorded lessons at home and completing in-class assignments, as opposed to hearing lectures in class and doing homework at home. Teachers who implement the flipped classroom model often film their own instructional videos, but many also use pre-made videos from online sources. A key benefit of the flipped classroom model is that it allows for students to work at their own pace if that is how the teacher chooses to implement it. From a technology perspective, the system hinges on pre recorded lessons and online activities, meaning both students and teachers need a good internet connection and devices that can access it.

Chapter 5 : Learning and Teaching - St Peter's Primary School

At the heart of Big Write is the development of the writing voice. Writing improvement is achieved through a series of highly motivating, differentiated lessons that embed all the basic skills and knowledge that children require to be successful and to continue to improve. The use of the Australian Criterion Scale ensures consistency of assessment between and across grade levels. Our children are encouraged to be ambitious, up-level their work and focus on the elements of VCOP in their writing. By highlighting these areas as and independently using the Student Criterion Scale, our children are empowered by understanding the simple and successful ways to improve their writing. Beginning in Foundation, children are explicitly taught the 70 Australian phonograms or codes that make up the words used in the English language. They use their knowledge of the codes to segment unfamiliar words into sounds when they read and also apply their knowledge of the codes and spelling rules to accurately spell words. As children move through school they extend their understanding of the strategies to problem solve when trying to spell unfamiliar words by doing a sound check, code match, rule check and blend. This is a consistent method taught throughout Knox Park Primary School and an opportunity to make sure our high achieving children are extended and children who encounter difficulties are identified, monitored and supported to ensure mastery. Our approach to spelling uses the elements of the Write 2 Read method which is based on current research that proves children cannot spell by using memory alone but must problem solve by using explicitly taught codes and rules and how to apply them. Both skills are needed in order to function fully in modern life. Being numerate means being able to reason with numbers and other mathematical concepts, applying these in a range of contexts to solve a variety of problems. At Knox Park Primary School our children develop mathematical understandings and skills in order to function effectively in society. Becoming confident and competent with mathematics will enable our children to be able to reason, solve problems, demonstrate understandings and link mathematics to everyday life. Mathematics sessions include; practising number skills such as times tables and automatic number facts, explicit teaching of mathematical concepts, mathematical investigations and challenges and authentic projects. Numeracy Support and Extension We support children who are struggling to understand mathematical concepts with targeted point-of-need teaching and small group instruction. Our targeted teaching approach provides plenty of opportunities for extension. Individual interests and abilities are catered for as teachers provide small group opportunities for our high achieving children to thrive. All classrooms have access to technology daily. Teachers incorporate Digital Learning into their lesson plans on a daily basis with Literacy and Numeracy lessons often including digital learning objects and using interactive equipment to compliment explicit teaching. Our children learn how to use online spaces safely through CyberSafety programs. Technology is an everyday part of our classroom instruction with computational thinking as the main focus of our Digital Technologies curriculum. Children will develop problem solving skills when creating digital solutions. Children will learn various programming languages coding to purpose-design digital solutions to solve specific problems. Our Robotics program provides children with opportunities to apply their skills in tangible ways. Knox Park Primary School uses a range of technology devices, including laptops and iPads. Our children use locally accessed software and online applications to support their learning across all areas of the curriculum. The use of digital technologies is supported by our Digital Teaching and Learning Policy. We ensure that we remain at the cutting edge of Digital Learning through regular reviews of our Digital Learning curriculum and our approach towards the use of technology as a tool for teaching and learning. Aims of the Curriculum: The Digital Technologies curriculum enables children to become confident and creative developers of digital solutions through the application of information systems and specific ways of thinking about problem solving. Children acquire a deep knowledge and understanding of digital systems, data and information and the processes associated with creating digital solutions so they can take up an active role in meeting current and future needs. At Knox Park Primary School, the curriculum has been designed to provide

practical opportunities for children to explore the capacity of information systems to systematically and innovatively transform data into digital solutions through the application of computational, design and systems thinking. The curriculum also encourages children to be discerning decision makers by considering different ways of managing the interactions between digital systems, people, data and processes information systems and weighing up the possible benefits and potential risks for society and the environment. At Knox Park our children gain a good grounding in Science and related Inquiry skills through our Science program. Our focus is on curiosity and immersion. Each class uses our designated Science lab to observe, investigate, analyse, reason, question and seek solutions using the Primary Connections innovative approach to teaching and learning as a framework. This approach is based on a guided inquiry teaching and learning model. Children use their prior knowledge to develop explanations for their hands-on experiences of scientific phenomena, whilst also being given opportunities to represent and re-represent their developing understanding. They are engaged actively in the learning process with teachers taking on a facilitator role. Optional STEM classes are also run weekly during lunchtimes. In these sessions, children have the opportunity to complete hands on activities and investigations with peers of all ages and abilities. Our Humanities and Health curriculum is aligned with the Victorian Curriculum and is designed to actively engage children in the learning process. They begin to develop their capacity to take an active role in their learning as well as develop investigation skills and an understanding of the curriculum content. Through rich and flexible inquiry units, our children are provided with challenging and stimulating learning experiences which allow them to build on their knowledge and understandings. Hallmarks of our Guided Inquiry approach are; Strong emphasis on process not the final product. Evidence of student voice. Children actively involved in constructing their understanding Learning that takes place in a social context â€" children learning from each other. Prior knowledge is ascertained and built upon. Teaching and learning progresses through five phases: Engage, Explore, Explain, Elaborate and Evaluate. These phases of learning also mirror the learning process that children undertake when exploring Science. It captures their interest, provides an opportunity for them to express what they know about the concept and generate questions of inquiry. Explore Students carry out hands-on activities in which they can explore the concept or skill. They grapple with problems while being provided with direct teaching of the subject matter. Explain After students have explored the concept or skill the teacher or student provides explanations for the line of questioning. The significant aspect of this phase is that explanation follows investigation. Elaborate This phase provides opportunities for children to apply what they have learned to new situations and so develop a deeper understanding of the concept. It is important for children to discuss and compare their ideas with each other during this phase. Evaluate The final phase provides an opportunity for students to review and reflect on their own learning and new understanding and skills. It is also when students provide evidence for changes to their understanding, beliefs and skills. Lessons focus on the areas of music, dance and drama and these skills are utilised in a school wide musical production staged every second year. Children also have the opportunity to take part in Choir sessions, practising weekly and performing regularly. Knox Park Primary School also offer externally provided dance group sessions and instrumental tuition. Children explore visual literacy by communicating observations, personal ideas and experiences. Their art production encompasses a focus on the art elements, with a variety of influences from traditional and contemporary artists and art movements. To provide a well-rounded art education, Knox Park Primary School aims to expose our children to a diverse range of materials and techniques, including painting, drawing, ceramics, sculpture, textiles, DSLR photography and printing. At Knox Park, children are encouraged to express themselves in an innovative manner, to plan and refine their ideas and appreciate the artwork of others. Knox Park Primary School hosts a biennial Art Show in which children have the unique opportunity to exhibit their artwork. We always look forward to seeing the marvellous original compositions and creations by our children. The Physical Education Program from Foundation to Year 2 is based on Fundamental Motor Skills, which includeâ€" catching, kicking, running, jumping, throwing and batting. These skills are the building blocks for the more complicated sport and movement skills that are common to the community. Children from Year 3 are encouraged to further enhance their Fundamental Motor Skills and use these to participate in minor and major games. Years 5 and 6 students are involved in summer and winter interschool

sports teams. Years 3- 6 students are able to represent the school in swimming, cross country and athletics at competitions beyond the school. Emphasis is not placed on competition in Physical Education but rather on providing opportunities to develop skills that are then applied in major game situations. At Knox Park Primary School we have a strong emphasis on teamwork, giving things a go and doing your best. All children have a one-hour lesson each week. Our program endeavours to provide our children with useful communication skills and cultural awareness so as to prepare them to become enthusiastic and caring global citizens. A wide variety of activities involving listening, speaking, reading and writing are carefully designed and differentiated to cater for different abilities, interests and backgrounds.

Chapter 6 : PDF Teaching Languages In The Primary School Free Download | Download PDF Journalist E

Alice Hansen is the Director of Children Count Ltd where she is an educational consultant. Her work includes running professional development courses and events for teachers and teacher trainers, research and publishing.

Learning and Teaching Learning is a journey that brings hope! According to Professor John Hattie Melbourne University , Visible Learning and Teaching occurs when teachers see learning through the eyes of students and help them become their own teachers. Visible teaching and learning occurs when learning is the explicit goal: We aim to prepare them for a future that is marked by rapid change not only in science and technology, but in so many aspects of everyday society. Our students learn in ways that allow them to adapt, apply and transfer new skills and knowledge, show respect towards others, embrace technological and social change and equip themselves with skills that will allow them to be lifelong learners in a rapidly changing world. To achieve this we focus on the inclusion of Thinking Routines and the concept that learning happens everywhere and at anytime. Our school culture of thinking is reflected in our community of Inquirers. Teaching and learning opportunities value, respect and tolerate all cultures. Resilience is encouraged to help children move forward. All children can learn given sufficient time and support. Our students engage in personalised learning programs within multi age, multi stage learning spaces. Thinking that is productive, purposeful and intentional, is at the centre of effective learning fostering the creation of new knowledge and providing motivation for, and management of their own learning. Activities are both child centred and teacher directed, providing children with the opportunities to have voice and choice in learning by setting personal goals gathering evidence of learning and identifying where to next with their teachers through conferencing. Individual needs and learning styles are catered for through the inclusion of developmentally appropriate learning tasks. Individual learning plans are developed for children with special needs. Both children and teachers are involved in reflecting, representing, reporting on achievable goals and celebrating successes. It informs and directs teaching and leads to program evaluation. Opportunities for self assessment and peer appraisal provide additional information. Progress is reported to both children and parents with constructive feedback. Students are supported to be assessment capable learners able to identify where they are in the learning cycle and identifying next steps in learning. High expectations promote learning excellence, and encourage and challenge learners to take risks, and scaffold onto their learning. Learning programs are planned by level teams of teachers to ensure a balance is maintained between the level of challenge presented and the level of support provided for children to learn. The environment is learner friendly, stimulating, motivational and supportive.

Chapter 7 : Good to great classrooms do | Teacher Network | The Guardian

Any observer of a primary school classroom will see a number of different teaching strategies in use during the course of the day. Many are planned to suit the topic in hand and many spontaneously arrive as particular circumstances arise.

Between the two extremes, there are hundreds of techniques. Such suggestions rudely implied that a teacher was only good at one style or the other. It was a mindless distinction, and gave little credit to those who were skilled at particular groups of strategies located anywhere on the continuum. Visit a school on a Sunday or any day. One will be able to identify the prevailing strategies used in each classroom. If all desks face in orderly rows towards a chalkboard, you can be assured that adult-controlled didactic strategies prevail. Think twice about sending your children to a school that has all its desks facing a chalkboard. Didactic Strategies The left-hand extreme features the sermonising strategy. Priests and Ministers use this technique regularly during their weekly instruction, when they talk to a large group of people. A good test of its efficacy is to stand outside a church on a Sunday morning at the completion of a service, and ask members of the congregation what the sermon was about. Sermonising is a legitimate didactic-teaching technique nevertheless, and some are better than others at using it. Instructional techniques at this end of the spectrum are favoured where there is a large group to be taught or when one is preparing a class for a blanket-type test. On such occasions, there is little choice. It can be improved upon as a teaching technique if a chalkboard is used or an OHP or a Power-point presentation or some other appropriate teaching-aid. Just listening has limitations; so, as one moves along the continuum, sincere learning-attention is increased. Eyes and hands join the ears. All were didactic techniques; and the textbooks of the time emphasized only adult-controlled methods. We were obliged to practise our blackboard writing as often as possible. We were instructed on how to write on the black-board while keeping alert for misdemeanours that might be committed behind our backs. We also learned not to repeat the reply to our questions because children must learn to remember what we tell them. When the study of the use of all teaching strategies is combined with the knowledge of teaching and learning research as revealed by Dunkin by Gage by Biddle and others [i. As one describes teaching techniques, moving from left to right one can also see that teachers move off the stage and pupils start to believe that they have control over their learning. As group practices are brought into play, pupils are allowed to talk to each other and learn from each other. There is an enormous number of group settings [5. As we move more to the right, pupils undertake learning with greater enthusiasm because they start to believe that they have some control and they want to learn more about the issue and share personal achievements with their teacher, because the learning has become theirs. The desire to learn is a natural thing for pupils. When they feel that they have control over the choice of what they are learning, the world is theirs. As for teachers, they are teaching learnacy at the same time as they are pupilling knowledge when they use child-centred techniques in particular. As they move along the continuum of teaching strategies towards the more maieutic, the strategies become much more complex and demanding but much more effective. The school day usually provides a healthy mix. Consider the maieutic, keeping in mind that true learning resides in each individual. It has to emerge. Its emergence through true learnacy techniques is paramount. The pupilling processes accelerate the development. As one moves to the right along the continuum, towards ultimate Emile-type activities, the methods become more inter-active, more pupil centred. The pupil starts to take centre-stage. Since there has to be close one-to-one contact as much as possible, this style of interaction requires intense effort. It is a physically demanding and mentally challenging. The smaller the class, the greater the interaction and more purposeful the learning and sharing of effort. Smaller does not mean easier. The closer one gets to one-on-one pupilling the greater the learning outcomes. While pupils seldom select topics that they want to learn about during the course of the day, there are schools that try to operate on this premise. When pupils feel that they are learning what they want to learn, the world is their oyster, so the classroom becomes learning-attractive in every sense. I only ever visited one school that verged on the extreme right-hand maieutic strategy. It was a splendid infant school in a suburb of Bristol, England where quality teachers performed extraordinary confidence tricks. The children really believed that they were doing what they wanted to do. The learning

atmosphere was thick and it felt good.

Chapter 8 : Improve your teaching

Teaching Programming in Primary Schools. is the second part of a course for the Vocational Education and Training sector to promote effective use of blended learning.

Catherine Slinn Typeset by: Her work includes running professional development courses and events for teachers and teacher trainers, research and publishing. Alice has worked in education in England and abroad. Prior to her current work she was a primary mathematics tutor and the programme leader for a full-time primary PGCE programme at the University of Cumbria. Nick Clough is currently working as a consultant for teacher and care provider education, specialising in the development of reflective practices that make improvements possible. Adrian also teaches primary English and music. He is currently engaged in research into the integration of work-based and centre-based learning through co-teaching. Adrian regularly volunteers in primary schools, teaching creative thinking through English and drama and specialising in the use of teacher-in-role. Her wider academic interests relate to play and risk-taking among children, including the pedagogies and practices stemming from Forest Schools, both in Britain and internationally. Pete Dudley taught for many years in east London and abroad and has spent 20 years in school improvement and raising standards. For five years he was Director of the Primary National Strategy. In he began research into teacher learning through Lesson Study, a Japanese approach to improving teacher and pupil learning. Completing his doctorate at Cambridge in , he now writes and speaks on Lesson Study internationally and runs www. Elizabeth Gowing worked in primary classrooms and school leadership teams in inner London before joining a Lambeth Education Action Zone as professional development consultant. She went on to be a policy link advisor with the General Teaching Council, focusing on professional learning, and then became an independent education consultant working with local authorities, professional associations and the Primary National Strategy. Since she has divided her time between the UK and Kosovo where she is co-founder of the educational charity The Ideas Partnership, and has worked on professional development approaches with the European Union, Save the Children, Unicef and other international Non-Governmental Organisations. Emma McVittie began her RE career as a primary school teacher where her roles included RE co-ordinator and special educational needs co-ordinator. In Emma became a Senior Lecturer in Primary RE at the University of Cumbria where she spent seven years, during which time she was the specialist course leader for both undergraduate and postgraduate teacher training courses. Her research interests include developing reflective practice in the primary school, whole school spiritual development, the use of creative assessment, and engaging children with spiritual literacy through neurolinguistic programming. Lisa Murtagh has been involved in ITT for the past 12 years. Her research interests lie in formative assessment, in the field of Primary Education and in Higher Education. His research into the relationship between blame, feedback and the acceptance of feedback has been published as a practical workbook to help managers enhance their feedback skills. Mike has helped hundreds of teachers across the UK in the use of coaching skills to aid reflective practice. As a coach Mike feels privileged to be asked to help people unlock and develop their capacity to lead. He has worked with many different industries, roles and nationalities, from education, to mental health, to construction, to defence, to name a few. Coaching, for Mike, is a stimulating, continual process of learning from, and with, those he works with. Can you define what reflection looks like for a practitioner and for a child? Reflection for a practitioner is about learning - identifying good practice and areas that need developing. It can be done formally through a journal, annotating plans, peer feedback and informally through internal dialogue. Reflection for children is about deepening their learning and enhancing their understanding. Children need a structured framework which guides them and helps the teacher to plan for learning through reflection. What are the different levels of reflection?

Chapter 9 : SAGE Books - Innovative Teaching and Learning in Primary Schools

Languages are now a more important part of primary education than ever before, and all successful primary teachers

need to understand the principles that support good language teaching and learning.