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everyday classroom practice and very closely tied to NVQ course requirements, this accessible book is an essential comprehensive guide for all students, as well as tutors, assessors and teachers supporting candidates for this course.

Throughout the world, teacher education is

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once more in the spotlight. This book focuses on recent trends and experiences in England and Wales, where external pressures have caused tension between the technician model of teacher education, in which teachers learn primarily on the job alongside colleagues, and traditional forms of teacher education based in higher

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education institutions. This tension superficially replicates an old dichotomy between practice and theory. The contributors to this volume reflect on ideas and attempts to integrate theory and practice. Key questions and themes recur: the balance and relationship between work done in school on the job and work away

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from the workplace, such as in universities; teacher education as a partnership activity; and the need to critically examine the institutional, cultural, and historical context in which they work.

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Using a range of case studies and discussed from a teaching assistant perspective, this guide looks at common behaviour problems in the classroom, explaining typical causes of misbehaviour

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and what can be done to tackle and tame disruptive pupils.

The primary years are recognised as a distinct period in a child's development with significant consequences for ongoing

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educational success. During this critical time, formal schooling and the associated activities introduce children to new and extended social roles where they learn to cooperate and collaborate with their peers and adults. Children also begin to develop a sense of themselves and their competence in a range of domains

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including social, academic, sport and music. This edited collection provides specialist guidance in developing curriculum, pedagogy and assessment to meet the needs of primary years children. The text begins by exploring the unique characteristics of this age group including cognitive, social, emotional and physical

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development. It considers the expectations of teachers, including ethical and legal issues and guidance on how to develop positive learning spaces and collaborative approaches. There is an exploration of the needs of the child including facilitating transition from the early years and into secondary school. The text then considers

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the curriculum in depth including language and literacy, mathematics and numeracy, science and technology, health and physical education and the humanities. A focus on some of the key challenges in primary education bring the book to its conclusion, including effectively harnessing digital technology, developing

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age appropriate pedagogies, practising differentiated learning and effective assessment. Rich with insights from experts in the field and featuring case studies and practical examples throughout, this is a key resource for both pre-service and in-service primary teachers. Other professionals working with primary years

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students and parents will also benefit from engaging with this book.

This essential timesaving tool is fully endorsed by Habia and offers Trainee Hairdressers and Fulltime Practitioners advice on ensuring their teaching is interesting, inspiring and motivational for

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all hairdressing learners. This book motivates readers to question the teaching and learning techniques they currently use and offers new, constructive ways for the educator to improve the quality of their teaching to hairdressing students. Readers will learn how to deliver a range of different teaching methods that can be

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used for starter activities and main programme content, all in the context of hairdressing learning and mapped to the hairdressing curriculum. Readers will also have access to a free online companion website offering downloadable templates and text to help prepare for lessons and plan the delivery of the hairdressing

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curriculum to learners of all ages in any learning environment. This book is suitable for all awarding associations, ensuring students have everything they need to pass their course.

Offers practical advice on using and improving assessment for learning in the

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Throughout higher education assessment is changing, driven by increased class size, changing curricula and the need to support students better. At the same time assessment regulations and external quality assurance demands are

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constraining assessment options, driven by worries about standards, reliability and plagiarism. Innovative Assessment in Higher Education explores the difficulty of changing assessment in sometimes unhelpful contexts. Topics discussed include: problems with traditional assessment methods rationales behind

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