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This fully updated second edition of Teaching English, Language and Literacy is an essential introduction for anyone learning to teach English at primary school level. Designed for students on initial teacher

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training courses, but also of great use to those teachers wanting to keep pace with the latest developments in their specialist subject. The book covers the theory and practice of teaching English, language and literacy and includes comprehensive analysis of the Primary National Strategy (PNS) Literacy Framework. Each chapter has a specific glossary to explain terms and gives suggestions for further reading. This second edition covers key areas that students, teachers and English co-ordinators have to manage, and includes advice on: developing reading, including advice on choosing texts,

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and the role of phonics improving writing skills, including advice on grammar and punctuation planning and assessing speaking and listening lessons working effectively with pupils who are multilingual understanding historical developments in the subject the latest thinking in educational policy and practice, the use of multimedia maintaining good home-school links. gender and the teaching of English language and literacy All these chapters include clear examples of practice, coverage of key issues, analysis of research, and reflections on national policy to encourage the best

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possible response to the demands of the National Curriculum.

Research for Educational Change presents ways in which educational research can fulfil its commitments to educational practice.

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the context of learning and teaching hindered by poverty and social injustice. In the first part of the book, four teams of researchers use different methodologies while analysing the same corpus of data, collected in a South African mathematics classroom. In the second part, each of these teams makes a specific proposal about what can be done and how so that its research-generated insights have a tangible, beneficial impact on what is happening in mathematical classrooms. Combining two discourses - that of researchers speaking to one another, and that of researchers communicating their insights

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to those responsible for educational practice - the book deals with the perennial question of communication between those who study educational processes and those who are directly responsible for teacher education, educational research and classroom practices. This book will be key reading for postgraduates, researchers and academics in education and particularly in the areas of mathematics education, education research, teacher education and classroom practice. It will also appeal to teacher educators, practitioners and undergraduate students interested in educational research.

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A farmhouse is being reproduced a dozen times, with slight variations, throughout a valley. Three small graves have been dug in the front garden, the middle one lying empty. A woman in a wheelchair sorts through boxes while her husband clammers around the old demolished buildings, wondering where the animals have gone. A young woman - called 'the barren one' behind her back - dreams of love, while an ageing headmaster contemplates the end of his life. At the entrance to the long dirt driveway, a car appears and pauses - pointed towards the house like a silver

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bullet, ticking with heat. So begins *The Dream House*, Craig Higginson's riveting and unforgettable novel set in the Midlands of KwaZulu-Natal. Written with dark wit, a stark poetic style and extraordinary tenderness, this is a story about the state of a nation and a deep meditation on memory, ageing, meaning, family, love and loss. This updated 2016 edition contains new content, with Craig Higginson exploring the background to *The Dream House*, his varied experiences in a farmhouse in KwaZulu-Natal and the subsequent and poignant motivations for this moving novel.

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This is an up-to-the-moment, engaging, multicultural introduction to education and teaching and the challenges and opportunities they present. Together, the four authors bring a rich blend of theory and practical application to this groundbreaking text.

Jeannie Oakes is a leading education researcher and former director of the UCLA teacher education program. Martin Lipton is an education writer and consultant and has taught in public schools for 31 years. Lauren Anderson and Jamy Stillman are former public school teachers, now working as teacher

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educators. This unique, comprehensive foundational text considers the values and politics that pervade the U.S. education system, explains the roots of conventional thinking about schooling and teaching, asks critical questions about how issues of power and privilege have shaped and continue to shape educational opportunity, and presents powerful examples of real teachers working for equity and justice. Taking the position that a hopeful, democratic future depends on ensuring that all students learn, the text pays particular attention to inequalities associated with race, social class, language,

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gender, and other social categories and explores teachers role in addressing them. The text provides a research-based and practical treatment of essential topics, and it situates those topics in relation to democratic values; issues of diversity; and cognitive, sociocultural, and constructivist perspectives on learning. The text shows how knowledge of education foundations and history can help teachers understand the organization of today s schools, the content of contemporary curriculum, and the methods of modern teaching. It likewise shows how teachers can use such knowledge when thinking

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about and responding to headline issues like charter schools, vouchers, standards, testing, and bilingual education, to name just a few. Central to this text is a belief that schools can and must be places of extraordinary educational quality and institutions in the service of social justice. Thus, the authors address head-on tensions between principles of democratic schooling and competition for always-scarce high-quality opportunities. Woven through the text are the voices of a diverse group of teachers, who share their analyses and personal anecdotes concerning what teaching

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to change the world means and involves. Click Here for Book Website Pedagogical Features: Digging Deeper sections referenced at the end of each chapter and featured online include supplementary readings and resources from scholars and practitioners who are addressing issues raised in the text. Instructor s Manual offers insights about how to teach course content in ways that are consistent with cognitive and sociocultural learning theories, culturally diverse pedagogy, and authentic assessment. New to this Edition: "

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This open access book, inspired by the ICME 13 Thematic Afternoon on “European Didactic Traditions”, takes readers on a journey with mathematics education researchers, developers and educators in eighteen countries, who reflect on their experiences with Realistic Mathematics Education (RME), the domain-specific instruction theory for mathematics education developed in the Netherlands since the late 1960s. Authors from outside the Netherlands discuss what aspects of RME appeal to them, their criticisms of RME and their past and current RME-based projects. It

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is clear that a particular approach to mathematics education cannot simply be transplanted to another country. As such, in eighteen chapters the authors describe how they have adapted RME to their individual circumstances and view on mathematics education, and tell their personal stories about how RME has influenced their thinking on mathematics education.

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