

Problems In Teaching Primary School Mathematics

The first part of the book discusses aims, who should determine them and how they might be determined. The second part discusses some more specific topics of learning and teaching, such as learning how to learn, the integrated day and the use of competition. The author distinguishes three broad levels of thought in looking at schools: the details of choice and decision; the general principles which are, or ought to be, guiding that detailed practice; and the theoretical commentaries on the guiding principles available from the various disciplines which constitute the study of education. Do you believe that continuous improvement in teaching is essential? Do you wish to enhance your understanding of how children learn? Are you eager to become a well-informed professional? From the author of the hugely respected Foundations of Primary Teaching, this advanced textbook explores the essential elements of teaching and learning and the process of becoming a caring and competent teacher. It introduces a wide range of education issues, challenges and requirements with the intention of promoting advanced classroom practice, both for individuals and within teams. The book offers insights, ideas, hints and thought-provoking education topics for individual reflection and team discussion. With a focus on understanding the teaching and learning processes and the factors that impact upon providing a high quality education for every pupil, this book discusses in detail key learning skills, dilemmas and challenges for primary teachers and themes in continuing professional development. It covers issues in teaching and learning including: The nature/nurture debate Motivation Emotional and moral development Raising boys' achievement levels Gender and teachers Accelerated learning Reflective practice. Including action points, hints and challenges, this book will be of interest to trainee teachers, postgraduates, experienced qualified teachers, deputy head teachers and head teachers who wish to be more consistently effective and make a positive impact on the lives of children in their primary classroom. Managing troublesome behaviour in the classroom is a problem faced by every primary school teacher at some time. Some nursery and infant teachers claim that every year more and more young children are starting school with behavioural problems. Teachers too frequently complain of lessons being disrupted by unacceptable behaviour, and yet the important skills of effective classroom management are seldom mentioned in initial teacher training. The authors are much in demand by schools to provide training in their positive teaching methods for dealing with troublesome behaviour. In this book they present their tried and tested procedures for establishing effective classroom behaviour management. The au

This study is based on comparisons between primary schools in France and England. Using detailed interviews with teachers in both countries, it demonstrates different approaches on curriculum content, teaching and school organization,

and highlights the fundamental differences in the education.

This book reviews recent work in psychology which sheds new light on important areas of concern to primary school teachers, providing clear guidelines for good practice. The *Psychology of Teaching and Learning in the Primary School* details the current controversies regarding the effective teaching of reading and numeracy, how to deal with emotional and behavioural difficulties, the best methods of assessing learning, as well as teaching children to think and develop their creativity. It is a useful text for tutors and students on initial teacher training courses, and to teachers involved in professional development. Each chapter contains an editor's summary, a list of further reading, a full list of references and activities to develop and deepen the readers' understanding in each area. At the same time, the book is written in an accessible style ideal for the non-psychologist and is well illustrated with practical classroom examples.

This informative book brings together theory, research and practice examples of creativity in primary schools, providing a scholarly yet accessible introduction. The book offers an overview for teachers looking for a concise guide to current thinking about creativity, particularly if your school is thinking of introducing or extending its practice. The book considers recent developments in the creative curriculum, and techniques embedded in approaches such as Philosophy for Children, Mantle of the Expert and Enterprise Education. Ideas for personalising teaching and creating independent and motivated learners are incorporated. Other key features of the book include: Examination of the major theories of creativity How to develop your own creativity as a teacher Focus on the difference between developing group and individual creativity Innovative ideas for creativity in subject teaching Practical examples and 'Creative Challenges' throughout The book draws on the author's many years of experience of working with children in schools, working on Creative Partnerships and Higher Education in the Arts (HEARTS) projects and ideas developed through working in initial teacher training. This book is essential reading for students in the early stages of their teacher training course as well as for practising teachers looking for innovative ideas and guidance on developing creativity in themselves and their classrooms. "This is an interesting book, which explores theory, practice and policy of creativity in the primary classroom. Jill Jesson links five key creative behaviours drawn together initially by (then) policymakers QCA, with what she identifies as six areas of creative endeavour. Primary teachers committed to developing a 'creative curriculum' will find much material in this lively book that supports their personal and professional creativity, as well as suggestions for classroom practice in developing individual and group work." Professor Anna Craft, University of Exeter and The Open University, UK "This is a compulsory read for all those interested in developing the creative potential of young people in primary schools. It includes a useful overview of previous thinking on creativity and makes a convincing case for its importance across the curriculum. Above all, this book is jam-packed with practical ideas. Whether you are interested in creative

approaches to maths or modern languages, developing group or personal creativity, or the challenges of assessing creative endeavour, you will find a host of strategies that have been tried and tested in the classroom.” Hilary Hodgson, Director, Ormiston Trust

To meet the various needs of students, administrative policies and instructional techniques must consistently be improved upon. This allows schools to deliver a higher quality of education to students. *Assessing the Current State of Education in the Caribbean* is a pivotal reference source for the latest research on recent developments and innovations for schools in the Caribbean region. Focusing on teacher leadership, learning assessment techniques, and technology uses, this book is ideally designed for educators, school administrators, professionals, and researchers interested in recent developments within the education sector.

It is now widely recognized that learners are more successful when they are active participants in the learning relationship. This book offers a general introduction to primary education and child development, using the learning relationship between teachers and children as its focus. Divided into two parts, the first looks at the child's contribution to the learning relationship, and the second examines that of the teacher.

This small action research has been taken up to identify the problems associated with the drop-outs of primary schools. Parents illiteracy, parents negative attitude towards education, student attitudes and educational problems, family atmosphere, etc., have their legitimate role to play in drop-out phenomenon. The teachers of primary schools are well aware of these problems and have expressed in this study.

This new edition of *Managing the Primary School* brings up-to-date the consideration of the tasks and skills of the headteacher which was a feature of the first edition. Like the first edition, this book deals with all aspects of the headteacher's role, including a discussion of the changing relationships with parents and governors, and an examination of the headteacher's involvement with marketing the school and controlling its finances. Each chapter looks at a particular group of skills and tasks which are a part of the management role. Joan Dean takes into account the implications of the Education Reform Act and the National Curriculum and includes accounts of recent research, concentrating in particular on studies of effective schools. This book will be invaluable to all headteachers as well as other senior staff, advisors and consultants working in primary schools.

This book deals with the key professional issues faced by students on teacher training courses and practising primary teachers. The authors set out the nature of primary education in England and the professional demands made on primary school teachers by parents, the children themselves, government agencies, society and the profession. Written by Primary PGCE tutors, practising primary teachers, headteachers, and practitioners doing educational research, each

chapter offers practical suggestions and in-depth discussion of essential topics including: } the school environment } teachers' values and professional practice in primary schools } primary School Teachers and the Law } parents' rights and roles in primary education } special educational needs in mainstream schools } provision in primary schools for gifted and talented pupils } education for a multi-cultural society } spiritual and moral development, and Citizenship Education This book is important reading for trainee primary teachers following any initial training route; for NQTs and for practising teachers.

This book offers a theory for the analysis of how children learn and are taught about whole numbers. Two meanings of numbers are distinguished – the analytical meaning, defined by the number system, and the representational meaning, identified by the use of numbers as conventional signs that stand for quantities. This framework makes it possible to compare different approaches to making numbers meaningful in the classroom and contrast the outcomes of these diverse aspects of teaching. The book identifies themes and trends in empirical research on the teaching and learning of whole numbers since the launch of the major journals in mathematics education research in the 1970s. It documents a shift in focus in the teaching of arithmetic from research about teaching written algorithms to teaching arithmetic in ways that result in flexible approaches to calculation. The analysis of studies on quantitative reasoning reveals classifications of problem types that are related to different cognitive demands and rates of success in both additive and multiplicative reasoning. Three different approaches to quantitative reasoning education illustrate current thinking on teaching problem solving: teaching reasoning before arithmetic, schema-based instruction, and the use of pre-designed diagrams. The book also includes a summary of contemporary approaches to the description of the knowledge of numbers and arithmetic that teachers need to be effective teachers of these aspects of mathematics in primary school. The concluding section includes a brief summary of the major themes addressed and the challenges for the future. The new theoretical framework presented offers researchers in mathematics education novel insights into the differences between empirical studies in this domain. At the same time the description of the two meanings of numbers helps teachers distinguish between the different aims of teaching about numbers supported by diverse methods used in primary school. The framework is a valuable tool for comparing the different methods and identifying the various assumptions about teaching and learning.

Drawing upon extensive research, David Galloway and Anne Edwards analyse the increasing pressures on teachers from the national curriculum and other recent legislation. They look carefully at childrens' learning and behavioural difficulties and show how educational psychology can extend our understanding of teacher's day-to-date work in the classroom. Primary Teaching and Educational Psychology is a refreshing and at times controversial examination of

primary teaching and the application of educational psychology. It will be essential reading for trainee teachers and will stimulate more experienced teachers to re-evaluate their current practices.

Beginning to teach in a primary school means establishing a whole new set of relationships - with your class of course, but also with the other adults who work in the school. These include teachers and teaching assistants, support staff of various kinds from the visiting educational psychologist to the essential school secretary and parents, both as helpers in the school and as the major influences on their children's lives outside school. This book is designed to give students and newly qualified teachers a taste of what they can expect and to help them to get the most out of these relationships both for themselves and for their children. Throughout, it draws upon the experiences of new teachers, often in their own words, but it also uses the voices of other 'primary school people' to show students the view from the other side. Throughout, the text is supported by points for discussion, questionnaires and check lists to help new teachers to define and analyse their own situation.

Issues facing schools, teachers, and policy-makers in the expansion of elementary school instruction in modern second languages are discussed, particularly in the context of Scotland's educational system. An introductory chapter defines key terminology, the transition from pilot programs to institutionalization, and discusses briefly the distinction between "second" and "foreign" languages. The second chapter outlines five different instructional approaches and offers examples of foreign language initiatives in Scotland and elsewhere in the United Kingdom (UK), Europe, and some other countries. Objectives and difficulties encountered are examined. Several concepts in second language learning and use are considered in the third chapter, including use of language for real communication, language as a dynamic system of rules and strategies, communicative competence, "language acquisition" versus "language learning," progression of skills, and proficiency. In chapter four, evidence of instructional outcomes from UK elementary schools, immersion research, research on specific aspects of second language teaching (intensive teaching, first-language literacy, and second-to-first language transfer), and learner age is offered. A final chapter draws conclusions concerning starting age, implications of language policy for elementary language teaching, choice of approach, teacher qualifications, and implications for secondary education. (MSE)

“With care, and in partnership with others, it may yet be possible to overcome contemporary dilemmas and to provide the high quality, rounded and fulfilling education for all to which so many aspire. This book helps considerably in understanding contemporary problems and challenges in primary education – it is important, timely and deserves to be widely read.” Andrew Pollard, Institute of Education, London

What is the impact of New Labour’s education policies on primary schools? What are the main lessons to be learned from recent research on primary schools? What are the

implications for the future of primary education? In this topical book, leading academics in primary education evaluate New Labour's Education policy. They draw on the findings of the latest research to discuss the impact of policies on primary school practice and on the views and experiences of primary school teachers and pupils. Current issues and initiatives are analysed to identify the extent to which policy is shaped by past events, trends and assumptions. The contributors consider the future of primary education, offer recommendations at school, LEA and national level, and make suggestions for future research. *Changing Teaching and Learning in the Primary School* emphasises the central importance of taking children's perspectives into account when making changes in policy and practice. By focusing predominantly on teaching and learning at Key Stage 2, the book addresses the imbalance between the range and depth of information offered on pre-school and infant education and that available on junior teaching. This is key reading for students on primary initial teacher training programmes, Education Studies students, primary school teachers and classroom assistants, as well as education researchers and school leaders.

This book offers an in-depth understanding of the unique challenges and contributions of urban primary schools. The authors set urban education in the wider social context of structural disadvantage, poverty, oppression and exclusion, and reassert some critical urban educational concerns. Recognising that practice needs to be informed by theory, they provide a strong theoretical framework alongside contemporary ethnographic data. Drawing on their extensive experience in urban primary schools, as well as numerous case studies, the authors present a fresh and stimulating view of urban primary schools which will inspire education professionals and academics alike. *The Urban Primary School* is essential reading for teachers and trainee teachers in urban primary schools, as well as for students of education, policy-makers, parents and school governors.

Teaching is a complex process which involves the development and utilization of subject knowledge and teaching skills. Containing reflective and practical skills, this book supports such development, focusing specifically on teaching skills, considering what they are, how they develop and how they differ between age and subject. The book contains three sections – Planning, Doing and Reviewing - which demonstrate effective classroom practice. It uses examples of practitioners at different stages of their professional development to link theory and practice, and includes discussions on contemporary issues in primary education, such as: Constructivist teaching and learning Thinking skills Creativity Teaching and learning styles Child-centred learning The authors provide a critical analysis of the issues, practice and problems faced by primary school teachers, which is supported by reflective tasks throughout the book. Emphasizing the child as a partner in the learning process and highlighting the importance of teaching for child-centred learning, the book ultimately develops and strengthens the teacher's skills. *Developing Teaching Skills in the Primary School* provides

essential guidance and support to trainee, beginner and developing primary school teachers.

This book is special focused on primary school teacher's problem in Pakistan that caused the quality education problem. At one side researched present the sources of the problem and the other side researcher extant the clarification of these problems with valuable suggestions for policy makers and educationist.

This sourcebook offers a unique summary into all that was important in primary education during the 1990s. It provides almost fifty key readings on the field which are grouped around six major topics: * learners * teachers * classrooms * curriculum * assessment * school and education policy. Over half of the readings focus on real life cases - such as pupils, teachers, classrooms or schools - as a means of conveying some of the interpersonal subtleties of teaching and learning in primary schools. At the same time, these cases highlight important current topics and debates in primary education and often provide insights into practical ways of meeting the challenges which are posed. Other articles are more explicitly analytical and provide conceptual frameworks, overviews or critiques of their fields. This is an excellent resource and guide for primary school teachers, and students studying on PGCE courses.

Issues in Science Teaching covers a wide range of important issues which will interest teachers at all phases in the education system. The issues discussed include: the nature and purposes of science education in a multicultural society, including the idea of science for all the role and purposes of investigational work in science education assessment, curriculum progression and pupil attitudes to their science experience supporting basic skills development in literacy, numeracy and ICT, through science teaching supporting cross-curricular work through science teaching taking account of individual differences including ability, special needs, learning style and the case for inclusion The articles are strongly based on current research and are intended to stimulate and broaden debate among the readers. Written by practising science educators and teachers, this book offers new and interesting ways of developing science education at all levels. The original edition of this book made accessible to primary school teachers and student teachers the means of putting many of the Elton Report's findings into practice. The author's philosophy on behavior management still stands, but the ideas have been revised and updated to take account of more recent thought about good practice in primary education and the management of schools today. The book suggests tried and tested strategies for forestalling behavior problems through thoughtful class management and lesson planning; responding positively to behavior incidents; communicating positive expectations; and enhancing pupil motivation. There are useful checklists throughout and material for experienced staff as well as for students and newly qualified teachers.

This book is essential reading for students just beginning a career in primary school teaching. Written with the needs and questions of the new student teacher in mind, it covers the fundamental aspects of the job of the primary school teacher

in an inspiring yet down-to-earth way. Each chapter covers a key issue in primary education. *Becoming a Primary School Teacher* is the perfect introductory text for the student teacher, helping them to prepare for their first school experience. It will also be of interest to more experienced teachers and teacher trainers.

Presenting a balance of theoretical insight and practical advice, this text is a clear and accessible guide to the key issues relating to primary education. Alphabetically arranged and fully cross-referenced to ensure ease of use, entries include both curriculum specific terms, as well as those that are more generic, such as: assessment objectives coping strategies differentiation behaviour special needs time management. Written by an experienced teacher and lecturer, this is a concise yet comprehensive text that takes into account the everyday realities of teaching. Readable and user-friendly, it is a first-class resource for the primary practitioner at all levels.

This book explores how teachers can navigate the complex process of managing change within the classroom. The chapters highlight the new challenges that have arisen with the emergence and introduction of educational technology as teachers find themselves having to be responsive to the needs and demands of multiple stakeholders. Traversing a range of conceptual, disciplinary and methodological boundaries, the editors and contributors investigate the tensions that impinge on research-based change and how to integrate directed changes into their education system and classroom. Subsequently, this volume argues that posing these questions leads to increased understanding of the possible long term effects of educational change, and how teachers can know whether their solutions are effective.

This book is one of a set of eight innovative yet practical resource books for teachers, focussing on the classroom and covering vital skills for primary and secondary teachers. The books are strongly influenced by the findings of numerous research projects during which hundreds of teachers were observed at work. The first editions of the series were best sellers, and these revised editions will be equally welcomed by teachers eager to improve their teaching skills.

Successful primary teachers operate in many different ways, but they have one thing in common - an ability to manage their classrooms effectively. Without the skills required to do this, the most inspiring and knowledgeable teacher will fail. In *Class Management in the Primary School*, Ted Wragg helps teachers to clarify their own aims and to find the strategies which will work for them. Topics covered include: *first encounters *establishing the rules *management of *time and space *coping with specific discipline problems There are certain skills that teachers possess that are of paramount importance - class management is one of those areas. Effective classroom management can be the single most influential factor in getting it right and is a core teaching skill that both trainee and experienced teachers should constantly be improving on.

This volume delivers a selection of papers presented at an international teaching conference on issues of theory and

practice. These key topics will be of interest to novice and veteran teachers, policy makers and all education professionals.

Primary education is currently at the centre of political attention. Reform is constantly under consideration, though the leading proponents of reform are often far removed from the classroom and the world of hard-pressed, demoralised primary teachers. Colin Richards rectifies this by communicating the big picture of primary school culture. He takes the world of the primary school since Plowden (1967) and traces perennial and emergent issues - the issues that need to be understood in order to make a difference to the future of primary education. Through constructive criticism of the national curriculum, OFSTED, ITT and teaching methodology the book will influence and improve the understanding of policy makers, headteachers, governors and teachers and students.

Teaching and Learning with ICT in the Primary School introduces teachers to the range of ways in which ICT can be used to support and extend the teaching and learning opportunities in their classrooms. Chapters cover areas such as: literacy, numeracy, science, and their relationship with ICT; managing curriculum projects using ICT; creating and using multimedia applications. Ideas and activities for teachers to try are based on tried and tested methods from innovative schools around the UK and abroad. Practising teachers and students will find this an invaluable guide on how to work together to extend their skills and knowledge in the area of ICT.

Ross Morrison McGill, aka @TeacherToolkit believes that becoming a teacher is one of the best decisions you will ever make, but after more than two decades in the classroom, he knows that it is not an easy journey! Packed with countless anecdotes, from disastrous observations to marking in the broom cupboard, TE@CHER TOOLKIT is a compendium of teaching strategies and advice, which aims to motivate, comfort, amuse and above all reduce the workload of a new teacher. The book includes humorous illustrations, photocopyable templates, a new-look 5 minute plan and QR codes to useful videos. This limited edition hardback version will be an invaluable addition to your school CPD library or a long-lasting bible to keep with you throughout your teaching career. As anyone who has followed him on Twitter knows, Ross is not afraid to share the highs and lows of his own successes and failures. He strives to share great teaching practice, to save you time and to ensure you are the best teacher you can be, whatever the new policy or framework. His eagerly-awaited new book continues in this vein and is a must-read for all new teachers. Vitruvian teaching will help you survive your first five years: Year 1: Be resilient (surviving your NQT year) Year 2: Be intelligent (refining your teaching) Year 3: Be innovative (take risks) Year 4: Be collaborative (share and work with others now your classroom practice is secure) Year 5: Be aspirational (moving towards middle leadership) Start working towards Vitruvian today.

Ross Morrison McGill, bestselling author of Mark. Plan. Teach. and Teacher Toolkit, pinpoints the top ten key issues that

schools in Great Britain are facing today, and provides strategies, ideas and techniques for how these issues can be tackled most effectively. We often talk about the challenges of teacher recruitment and retention, about new initiatives and political landscapes, but day in, day out, teachers and schools are delivering exceptional teaching and most of it is invisible. Ross uncovers, celebrates, analyses and disseminates best practice in teaching. This is supported by case studies and research undertaken by Ross in ten primary and secondary schools across Great Britain, including a pupil referral unit and private, state and grammar schools, as well as explanations from influential educationalists as to why and how these ideas work. Ross explores the issues of marking and assessment, planning, teaching and learning, teacher wellbeing, student mental health, behaviour and exclusions, SEND, curriculum, research-led practice and CPD. This book inspires readers to open their eyes to how particular problems can be resolved and how other schools are already doing this effectively. It is packed with ideas and advice for all primary and secondary classroom teachers and school leaders keen to provide the best education they possibly can for our young people today.

How do you broach family values with seven year olds? Can you help young children understand racism? Can you avoid bringing your own prejudices into the classroom? Talking effectively about controversial issues with young children is a challenge facing every primary school teacher. *Tackling Controversial Issues in the Primary School* provides teachers with support and guidance as you engage with the more tricky questions and topics you and your pupils encounter.

Illuminated with case studies and examples of how teachers and children have confronted issues together, this book helps you understand your own perspectives and provides fresh approaches for the primary classroom. It considers how best to work with parents and carers, whole-school policies for tackling issues, and ideas for circle time, setting up international links, school councils and buddying systems. The range of challenging topics covered includes: family values racism in mono and multi-cultural settings democracy and citizenship the environment and sustainability consumerism, finances and media advertising gender, health and identity grief and loss. For all student and practising primary teachers, *Tackling Controversial Issues in the Primary School* provides much needed support as you help your learners face complicated ideas, find their voice and get involved in the issues that they feel make a difference.

Primary education is one of the most important phases of learning but there remains a scarcity of in-depth research on this vital topic. However, as the focus on improving outcomes increases there is a growing interest internationally in research that helps us to understand the best ways to help young children engage with the curriculum in order that they may have the best possible life chances. This text helps to address these issues and consists of seminal articles derived from the forty-year history of the journal *Education 3-13*, which can claim to be one of the most important and influential publications in its field. The chapters included have been chosen carefully to represent a wide range of key topics in research on primary education and the text is sub-divided into five sections, each of which has been edited by leading academics who specialise in the topic under scrutiny. The sections include:

- Learning and teaching, including the psychology and philosophy

Get Free Problems In Teaching Primary School Mathematics

of primary education; • Key challenges in primary education, including changes to the governance of schools, and educational management and leadership; • The primary curriculum, including Maths, Science, IT and Technology Education; • The primary curriculum, including English, Humanities and the Arts; and, • Primary teachers' work and professionalism. Many of the contributions are written by seminal figures in academic research. The text will be especially relevant to students and researchers engaged the study of primary education as well as to practitioners, advisers and policy makers and will prove an invaluable resource for those wishing to gain an overview of research into primary education. It is recommended especially for those who wish to understand the development of primary education and the many twists and turns in theory, practice and policy that have influenced its development over the period of a generation. Those who read the text will come across the origins of many of the ideas that continue to influence primary teaching today as well as very recent research on where we are now in this important subject area.

Written for student teachers learning to teach in primary and secondary schools and newly qualified teachers, this book has been designed to engage with a wide range of issues related to ICT teaching. It presents key debates that teachers will need to understand, reflect on and engage in as part of their professional development. Chapters highlight major questions, consider the evidence from theory and practice and arrive at possible answers. Building on their learning about teaching using ICT on ITT courses, this book will encourage students and newly qualified teachers to consider and reflect on issues so that they can make reasoned and informed judgements about their teaching. Issues discussed include : the background to developments in the UK the globalisation of teachers using technology the role of the teacher teacherless classrooms a whole school approach to using ICT creativity visual literacy and ICT school websites and opportunities for lifelong learning in the community.

Problems in Primary Education (RLE Edu K)Routledge

This two volume handbook provides a comprehensive examination of policy, practice, research and theory related to English Language Teaching in international contexts. More than 70 chapters highlight the research foundation for best practices, frameworks for policy decisions, and areas of consensus and controversy in second language acquisition and pedagogy. The Handbook provides a unique resource for policy makers, educational administrators, and researchers concerned with meeting the increasing demand for effective English language teaching. It offers a strongly socio-cultural view of language learning and teaching. It is comprehensive and global in perspective with a range of fresh new voices in English language teaching research.

[Copyright: fc63e9e1c7ebfc1119a34d1d220367c9](#)