

Teaching Mathematics By Michelle Selinger

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In this reader, maths teachers in the early years of their careers will find a concise yet comprehensive guide to developments in mathematics teaching in secondary schools and the controversies which currently surround it. After a brief summary of the historical context, a series of short articles provides a range of perspectives on various issues of current debate which will help new teachers in the development of their own teaching styles. These include the impact of computers and calculators in maths teaching, the various arguments about the use of published schemes and for more investigational approaches to the curriculum, and the way in which social and cultural factors can be approached through the teaching of various topics in mathematics. The final section looks at how teachers might continue their

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professional development through action research in their own classrooms.

The emphasis on subject knowledge in primary curricula is a world-wide phenomenon and has become increasingly the focus of attention in England, with the introduction of the National Curriculum and the appointment of subject co-ordinators in schools. Yet what exactly constitutes a subject and its practice remains controversial. The book is organised into five parts. Part one examines the general aims of primary education, in order to give a background for a more detailed exploration of UK curriculum development. Parts two, three and four examine the core subjects of English, science and mathematics, whilst constantly bearing in mind the full range of views about the purpose of education and the nature of knowledge. Part five introduces key debates about approaches to knowledge, and raises issues about the future organisation of the curriculum. Subject Learning in the Primary Curriculum is the OU reader for Module 832, Teaching and Learning in the Primary Core Curriculum in the MA in Education.

First published in 2001. Routledge is an imprint of Taylor & Francis, an informa company.

Pressures for reform in teacher education have begun to take on the same sense of urgency

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as school reform. Those faculties of education who have been strong advocates for change in the schools now find themselves the subject of similar pressures from governmental policy makers. Attempts at change have taken place in many different countries and jurisdictions around the world.; This book details, through a series of international vignettes, how teachers are responding to the changing times and social contexts in which they do their work. The authors hold the view that changes are inevitable in teacher education but what is not clear is who will control the changes and whether the end result will actually improve the preparation of teachers. The theme of the book is that the reform of teacher education should be informed by intelligent debate and that any attempt to restructure teacher preparation should result from a careful reconceptualisation of its purposes and processes.

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

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teacherless classrooms a whole school approach to using ICT creativity visual literacy and ICT school websites and opportunities for lifelong learning in the community.

This text seeks to help newly-qualified teachers and those in initial teacher training to get to grips with National Curriculum mathematics at Key Stages 1 and 2. A selection of activities and resources are provided to help teachers develop the strategies for each of the four curriculum areas. Practical suggestions are underpinned with findings from research in the field. The authors also highlight issues for reflection and discussion, to help teachers develop their own good practice. Case studies are provided, to contextualize and bring alive aspects of teaching and learning mathematics. It also exemplifies cross-curricular links to other subjects and topics.

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