



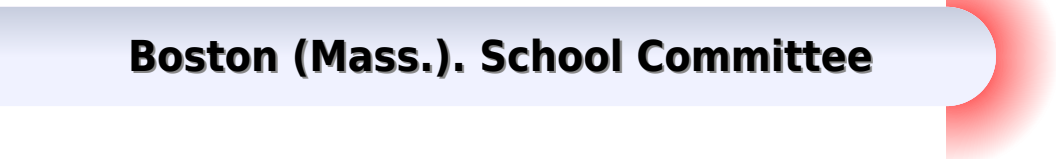
Transfer from the primary classroom

20 years on Linda Hargreaves and Maurice Galton

Assisted by Chris Comber, Anthony Pell and Debbie Vell

Transfer From The Primary Classroom 20 Years On

Boston (Mass.). School Committee



Transfer From The Primary Classroom 20 Years On:

Transfer from the Primary Classroom Linda Hargreaves, Maurice Galton, Maurice J. Galton, 2002 This book focuses on the issue of transfer from the primary to the secondary school using data from the ORACLE study Observation and Classroom Learning and Evaluation

Transfer from the Primary Classroom Maurice Galton, Linda Hargreaves, 2003-12-16 The ORACLE Observation and Classroom Learning and Evaluation and its follow up study address the following questions Has teaching in the primary school changed over the past twenty years Has pupil performance improved or declined Are the links between certain teacher approaches and pupil achievement still the same Has the National Curriculum had any important consequences for the way in which transfer is conducted One of the main claims of the National Curriculum is that it has provided greater continuity through the various stages and this should be reflected in smoother transition from one school to the next This book focuses on the issue of transfer from the primary to the secondary school using data from the ORACLE project This study which took place from 1975 to 1980 followed by Son of ORACLE the study of group work in the primary classroom 1980 to 1983 has had an enormous influence on the debate on primary education The studies described in detail what took place in primary classrooms the teaching styles used by teachers and the responses made by pupils It linked these processes to pupil performance Finally it followed the pupils as they transferred out of the primary school into the secondary phase of education At present a new research project is being carried out in Leicester It involves studying primary schools for one year and then following the children as they transfer to the secondary phase or to a middle school The project involves two thirds of the schools used in the original ORACLE research In addition the same observation instruments and the same tests modified for cultural differences are being used

Changing Teaching And Learning In The Primary School Webb, Rosemary, 2006-09-01 Assessing the effects of New Labour s education policies on primary schools this book discusses the impact of policies on primary school practices as well as looking at the views and experiences of primary school teachers and pupils

Understanding School Transition Jennifer Symonds, 2015-05-15 School transition is a life changing event for children they are rarely faced with such a powerful set of personal and social changes These underpin the immediate and longer term wellbeing of children peer groups teachers and schools Understanding School Transition provides a most comprehensive international review of this important area complete with practical advice on what practitioners can do to support children s wellbeing motivation and achievement Offering an accessible introduction to children s psychology at transition Understanding School Transition explores transition as a status passage what we really mean by wellbeing and the ways in which children adapt to new environments Key chapters focus on Understanding stress and anxiety Children s hopes fears and myths at transition Parents and teachers influence and role Children s relationships with peers as they change schools Children s personal and collective identities Motivation engagement and achievement Supporting the most vulnerable children Crucially it advises how you can help children through implementing transition interventions and

evaluating their success in your own school Illustrated by case studies of experiences in real schools Understanding School Transition will be essential reading for all training and practising teachers as well as transition and subject specialists who want to better understand and influence what happens to children at this critical stage Teaching Science Tony Liversidge, Matt Cochrane, Bernard Kerfoot, Judith Thomas, 2009-06-30 Reflective practice is at the heart of effective teaching and this book helps you develop into a reflective teacher of Science Everything you need is here guidance on developing your analysis and self evaluation skills the knowledge of what you are trying to achieve and why and examples of how experienced teachers deliver successful lessons It includes advice about obtaining your first teaching post and about continuing professional development The book shows you how to plan creative lessons how to make good use of resources and how to assess pupils progress effectively Each chapter contains points for reflection which encourage you to break off from your reading and think about the challenging questions that you face as a new teacher The book comes with access to a companion website www.sagepub.co.uk/secondary where you will find Videos of real lessons so you can see the skills discussed in the text in action Links to a range of sites that provide useful additional support Extra planning and resource materials If you are training to teach science this book will help you to improve your classroom performance by providing you with practical advice but also by helping you to think in depth about the key issues It also supplements guidance on undertaking a research project with examples of the research evidence that is needed in academic work at Masters level essential for anyone undertaking an M level PGCE **Motivating Your Secondary Class** Maurice Galton, Susan Steward, Linda Hargreaves, 2009-09-10 Why do so many pupils in Years 7 8 and 9 switch off and make very little progress in the core subjects such as English and mathematics What can teachers and schools do to improve pupils attitudes and motivation Maurice Galton and his team have collected examples from various schools of what works in re energising demotivated pupils This book presents practical advice and strategies for improving lower secondary school classrooms ranging from reducing class size to innovative induction programmes emphasising the development of core study skills and developing effective procedures to train pupils to cooperate rather than confront each other during lessons Chapters cover Making a Good Start to Secondary Education Creating a Cooperative Classroom Climate Improving Communication between Pupils and Teachers Why are some classrooms more successful How can school structures influence positive relationships The book is a much needed resource for all secondary teachers and is particularly useful for year and subject heads Interactive Teaching In The Primary School Moyles, Janet, Hargreaves, Linda, Merry, Roger, 2003-04-01 What is interactive teaching in primary classrooms What do primary teachers and children do to interact effectively Are there benefits in such interactions to both teaching and learning A research partnership of tutors and teachers strives towards answers to these key questions This book is the story of this intriguing and exciting research project The authors examine the practical and theoretical aspects that are key to understanding and undertaking interactive teaching in primary classrooms

The project is unique in using its own interactive processes Reflective Dialogues to help teachers make sense of their own teaching This process includes capturing and analysing classroom sessions on video and cameos of these classroom interactions are discussed throughout the book The research context is the Literacy Hour in Key Stages 1 and 2 This new title is key reading for academics researchers teacher educators policymakers and primary school teachers **Becoming a Teacher** Justin Dillon,Meg Maguire,2011-07-01 This edition addresses important educational questions It is designed to represent a coherent challenging thoughtful set of articles that will help readers to firm up their own ideas give a factual basis for discussion debate Science Vanessa Kind,Keith Taber,2005-05-13 In recognizing that new teachers often feel disempowered by the subject expertise they bring into teaching this book not only covers the training standards for NQTs and the Induction Standards but takes the reader beyond this by fully exploring issues relating to subject knowledge in learning to teach Divided into three sections the book covers framing the subject defining subject knowledge and focusing on questions about science as a school subject teaching the subject looking at pedagogical curricular and pupil knowledge science within the professional community focusing on the place of science within the wider curriculum and the teaching community This refreshing new book provides stimulating assistance to subject specialists from new teachers of science in the early years of professional development to those on a PGCE course or in their induction year It is also suitable for subject leaders with mentor responsibilities and Advanced Skills Teachers undertaking specialist inset and teaching support

Inclusive Education: Global Issues and Controversies ,2020-06-29 This edited book considers the main issues and controversies within the current educational context of inclusive education from an international perspective Authorities in the field such as Norwich Kauffman and Boyle amongst many other international scholars provide an enticing insight into many of the issues and controversies around inclusive education and whether it is achievable or not We have reached a point in time where inclusive education has been the prevailing doctrine for universal education policies However there are still many challenges facing those working within the inclusive education space with some countries actually becoming less inclusive International and national legislation has continued to move towards inclusive education yet there seems to be many gaps between the philosophy and the principles of inclusive education and systemic practice The book aims to address the current debates surrounding the implementation of inclusive education and also offers insights into the inconsistencies between policies and practices in inclusive environments Moreover it analyzes contemporary research evidence on the effectiveness of inclusion and identify directions for future research Contributors are Kelly Ann Allen Dimitris Anastasiou Joanna Anderson Adrian Ashman Jeanmarie Badar Christopher Boyle Jonathan M Campbell Heather Craig Leire Darretxe Julian Elliott Zuri e Gaintza Betty A Hallenbeck Divya Jindal Snape Marguerite Jones James M Kauffman George Koutsouris Fraser Lauchlan Gerry Mac Ruairc Sofia Mavropoulou Daniel Mays Brahm Norwich Angela Page Kirsten S Railey and Federico R Waitoller **Fieldwork in Educational Settings** Sara Delamont,2016-03-02 Fieldwork in Educational Settings

is widely recognised as part of the essential reading for the researcher in education. It instructs those new to qualitative educational research how to find interesting research sites, collect great data, analyse them responsibly and then find the right audience to hear use and build upon their findings successfully. The revised and updated third edition includes the latest developments in autoethnography, data collection, analysis and dissemination and is illustrated throughout with up to the minute examples of real world research. It embraces both sociological and anthropological approaches to qualitative educational research using case studies from the USA, Canada, Australia and New Zealand as well as the UK. Education is treated broadly including higher education and non formal settings as well as schools. Threaded throughout the book is updated content on the internet and virtual worlds as sites for ethnography, the ethical aspects of ethnographic research, the strengths and weaknesses of autoethnography, the debates about representing data, the impact of technological innovations in all stages of qualitative research. An indispensable introduction for students and novice researchers alike, the new edition continues to illustrate and sustain the increasing popularity of qualitative methods in educational research over the past thirty years, addressing the technological and digital changes that have occurred.

Debates in Science Education Mike Watts, 2014-01-03. What are the key debates in science teaching and learning today? *Debates in Science Education* explores the major issues all science teachers encounter in their daily professional lives. It encourages critical reflection and aims to stimulate both novice and experienced teachers to think more deeply about their practice and link research and evidence to what they have observed in schools. Written by expert science educators, chapters tackle established and contemporary issues enabling you to reach informed judgements and argue your point of view with deeper theoretical knowledge and understanding. Each chapter is supported and extended by carefully selected further reading and reflective questions. Key debates include the impact of policy on science education, transition from primary to secondary school, getting right the secondary science curriculum, girls in science, sex education and science school, science and technology, language and communication in the classroom, world science, local science. With its combination of expert opinion and fresh insight, *Debates in Science Education* is the ideal companion for any student or practising teacher engaged in initial training, continuing professional development and Masters level study.

Educational Transitions Divya Jindal-Snape, 2009-12-16. Despite variations of educational systems, when transitions in education occur, the pedagogical challenges that teachers and pupils undergo are quite similar across the globe. Transitions are phases in which pupils, peer groups and teachers have to renegotiate and rebuild their learning environment in the educational context. These various transitions in students' learning paths significantly impact on schools' everyday life. This volume explores transitions at all stages of educational progression: from the nursery to primary, primary to secondary and secondary to post school. It also examines these transitions across a variety of countries and types of schools. *Educational Transitions* provides up to date literature, research and theoretical constructs that help readers understand the issues, social, emotional, psychological dimensions and evidence based possible interventions to

support an individual through these educational transitions It also allows scholars teachers and students to critically analyse how lessons learned from one country can be adapted for other countries educational systems *Rethinking School Mathematics* Andrew Noyes,2007-05-21 Why is it that so many pupils are put off by maths seeing it as uninspiring and irrelevant and that so many choose to drop it as soon as they can Why is it socially acceptable to be bad at maths Does the maths curriculum really prepare pupils for life This book presents some answers to these questions helping teachers to think through their own attitudes to teaching and learning and to work with pupils towards more effective and inspiring mathematical engagement Part I of the book explores the nature of school mathematics showing how the curriculum has been developed over the years and how increasing effort has been devoted to improving the quality of mathematics teaching with little apparent effect Part II focuses on ways of thinking about classroom mathematics which take account of social cultural political and historical aspects The chapters bring together a collection of activities resources and discussion which will help teachers develop new ways of teaching and learning maths This book will be essential reading for all maths teachers including maths specialists on initial teacher training courses *Key Themes in the Ethnography of Education* Sara Delamont,2013-12-05 This is a beautifully written book that takes the reader to the heart of ethnography as experience Readers can walk in the shoes of ethnographers who have travelled before them and learn as they learned Sara Delamont is an undisputed expert in both ethnography and education and here illustrates she is also a tour de force in writing style All the important ingredients for a recipe to make a good quality ethnography are here and they are served up with relish Karen O Reilly Loughborough University This is a powerful richly nuanced evocative work a stunning and brilliantly innovative intervention It provides ground zero the starting place for the next generation of social scholars of education A major accomplishment Norman K Denzin University of Illinois at Urbana Champaign The ethnography of education has been conducted by sociologists and anthropologists largely in self contained and self referential ways This book celebrates the continuities and the strengths of ethnographic research on education in formal and non formal settings deliberately transgressing the sociology anthropology divide Education is broadly defined to cover many settings other than schools in many countries for many age groups The book is structured thematically including chapters on movement and mobilities memories and memories time and timescapes bodies and performativities multi sensory research and narratives Strategies for designing innovative ethnographic projects and for fighting familiarity are provided *Bridging the Transition from Primary to Secondary School* Alan Howe,Val Richards,2011-06-02 *Bridging the Transition from Primary to Secondary School* offers an insight into children s development building a framework for the creation of appropriate and relevant educational experiences of children between the ages of 10 12 *Gender Identity and Research Relationships* Michael R. M Ward,2016-05-20 In recent years researchers have begun to reflect on gender identity and how this impacts on the creation of successful qualitative research In this volume contributors explore these issues by reflecting on their own studies and

research careers and address how important or unimportant gender has been in building research relationships *Mapping the Field* Jane Martin, Marion Bowl, Gemma Banks, 2023-10-04 From its origins in the University of Birmingham s then Institute of Education in 1948 Educational Review has emerged as a leading international journal for generic educational research Seventy five years on Mapping the Field presents a detailed account of education theory and research policy and practice through the lens of key articles published in the journal over this timespan Volume II opens with Part I a collection of articles examining teachers job dis satisfaction and stress and the gendered composition of the teaching workforce Articles in Part II trace a shift in academic focus from schools seen as families communities to the parent school relationship The concepts of inclusion and equality and strategies for their fulfilment in education are interrogated in Part III The volume concludes with Part IV in which diverse identities in the education field are represented Curated and introduced by the editors the articles included in both volumes of Mapping the Field represent a careful selection from the work of scholars whose ideas have been and continue to be influential in the field of education Overall this major text covers a wide range of topics and offers original insights into educational policy provision processes and practice from around the world

Rethinking Class Size: The complex story of impact on teaching and learning Peter Blatchford, Anthony Russell , 2020-11-12 The debate over whether class size matters for teaching and learning is one of the most enduring and aggressive in education research Teachers often insist that small classes benefit their work But many experts argue that evidence from research shows class size has little impact on pupil outcomes so does not matter and this dominant view has informed policymaking internationally Here the lead researchers on the world s biggest study into class size effects present a counter argument Through detailed analysis of the complex relations involved in the classroom they reveal the mechanisms that support teachers experience and conclude that class size matters very much indeed Drawing on 20 years of systematic classroom observations surveys of practitioners detailed case studies and extensive reviews of research Peter Blatchford and Anthony Russell contend that common ways of researching the impact of class size are limited and sometimes misguided While class size may have no direct effect on pupil outcomes it has they say significant force through interconnections with classroom processes In describing these connections the book opens up the everyday world of the classroom and shows that the influence of class size is everywhere It impacts on teaching grouping practices and classroom management the quality of peer relations tasks given to pupils and on the time teachers have for marking assessments and understanding the strengths and challenges for individual pupils From their analysis the authors develop a new social pedagogical model of how class size influences work and identify policy conclusions and implications for teachers and schools **Developing Emotionally**

Literate Staff Elizabeth Morris, Julie Casey, 2005-11-29 my feeling is that this is what some struggling institutions need TES Extra for Special Needs Do you want to know how to put emotional literacy into practice in your school Emotionally literate schools show better learning outcomes for children improved attendance reduced behavioural challenges good relationships

improved recruitment and retention and have a well motivated effective and less stressed workforce In this practical book Elizabeth Morris and Julie Casey provide everything you need to begin to create an emotionally literate ethos within your school and give you tools to develop emotionally literate staff and practices in your school over the course of a year It is packed with practical tools to help you assess and measure the current emotional temperature of your setting and evaluate progress all staff in your setting develop the knowledge confidence and key skills necessary for supporting children s social emotional and behavioural development It contains a range of flexible training modules for you to create a programme of CPD through staff meetings and INSET that exactly meet your school s needs School management teams PHSE co ordinators SENCOs class teachers LEA behaviour service managers and consultants and educational psychologists looking for practical ways to make schools more emotionally literate will find all the guidance they need in this book

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