

GUY CLAXTON



Wise Up

The Challenge of Lifelong Learning

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Wise Up The Challenge Of Lifelong Learning

Craig A. Mertler



Wise Up The Challenge Of Lifelong Learning:

Wise Up Guy Claxton, 1999-09-18 A new science of learning is emerging and Guy Claxton is at the forefront It was recently thought that one's learning was a matter of intelligence or of how hard one tried and that the differences in achievement were due to ability or effort Widespread attitudes to learning currently disable rather than enable because they concentrate almost exclusively on conscious reason This new science of learning tells us that everyone's learning power can be enormously increased Good learners need to know when to mull and drift as well as when to be analytical and focussed The methods that Claxton advocates allows the individual to be comfortable with uncertainty teaching the individual to rely on resourcefulness resilience and reflection qualities we have need for learning and growing into the future *Wise Up* Guy Claxton, 1999

Readings for Reflective Teaching Andrew Pollard, 2002-01-01 This unique book provides the reader with a mini library of over one hundred readings containing both classic and contemporary readings international contributors material drawn from books and journals An essential reference resource in its own right *Readings for Reflective Teaching* also contains numerous cross references to Andrew Pollard's *Reflective Teaching* Wise Up! Christian Jerusalem, 2025-09-15

Part One presents the challenge of the Silver Tsunami providing evidence of the disruptive nature of this unprecedented demographic shift It shows why ignoring the challenges of an aging workforce negatively affects innovation and competitiveness You will learn why a well implemented Wise Organization strategy leverages the strengths of each generation ensuring long term success and driving innovation in today's rapidly evolving business landscape Part Two shares insights for what you need to consider when taking action These chapters go into debunking myths about older workers and what it looks like when age management goes wrong This section also examines the critical role of the People and Culture function and reframes Inclusion in the context of an aging workplace The chapter closes with an outline for how to navigate the Wise Management agenda as a strategic priority Part Three provides a clear step by step guide on how to build a Wise Organization that unleashes the full potential of your mature workforce while optimizing inter generational synergies You will learn how building a Wise Organization gives your company a distinct competitive advantage allowing you to achieve your corporate goals more effectively Part Four focuses on the future As demographic change becomes an unstoppable force organizations will have to get ready for the longevity economy Learn how visionary leaders will continue to transform their workplaces to thrive amid shifting age dynamics ensuring their organizations remain resilient and relevant for generations of employees yet to come

Creating a learning to learn school Toby Greany, Jill Rodd, 2003-04-01 *Creating a learning to learn school* is a book for heads senior managers and teachers interested in developing better schools classrooms and learners The book sets out why learning to learn is important the implications of learning to learn for the government's educational reforms what is meant by learning to learn the findings from the Campaign for Learning's learning to learn research project how heads and teachers can develop learning to learn in their own schools Click here to access the colour poster Do you

know how you learn best This sets out the 5Rs for learning and is intended for classroom use to show pupils what is involved in learning to learn *Coaching Psychology for Learning* Qing Wang,2018-04-20 The contribution of coaching psychology to educational fields is increasingly recognised This timely book introduces coaching psychology as a facilitative method to support learning in different educational contexts Coaching Psychology for Learning Facilitating Growth in Education is conveniently organised into three parts Part One begins with a detailed account of educational paradigms learning theories and coaching psychology theories it then reviews important studies of coaching applied to the educational field and identifies a number of gaps to which coaching psychology for learning can contribute Part Two presents two empirical participatory studies of coaching psychology for learning which draw from both doctoral research conducted in the UK and educational work in Mainland China two original and evidence based coaching models are also illustrated Part Three consolidates the empirical evidence and original coaching models by exploring the nature of educational coaching including the context purpose processes and people and their interrelations The review of learning theories and coaching psychology theories in Part One enables the reader to gain a quick understanding of coaching psychology and its role in education while the empirical studies in Part Two are particularly useful for undergraduate and postgraduate students providing practical examples of how to conduct coaching psychology research in the field of education in both the West and the East The book also offers advice on design and implementation issues which will benefit educational psychologists and coaching psychologists who wish to focus their professional practice in education Coaching Psychology for Learning is essential reading for any teacher student or practitioner who wishes to become an educational coach to facilitate learning It will appeal to coaches and coaching psychologists including those in training and at postgraduate level as well as professionals in educational settings such as school leaders counsellors and coaches and educational psychologists *Innovative Assessment in Higher Education* Cordelia Bryan,Karen Clegg,2019-04-03 Contextualising why assessment is still the single most important factor affecting student learning in higher education this second edition of Innovative Assessment in Higher Education A Handbook for Academic Practitioners offers a critical discourse about the value of assessment for learning alongside practical suggestions about how to enhance the student experience of assessment and feedback With 17 new chapters this edition contextualises assessment within the current higher education landscape explores how student parent and government expectations impact on assessment design presents case studies on how to develop incorporate and assess employability skills reviews how technology and social media can be used to enhance assessment and feedback provides examples and critical review of the use and development of feedback practices and how to assess professional creative and performance based subjects offers guidance on how to develop assessment that is inclusive and enables all students to advance their potential Bridging the gap between theory and the practical elements of assessment Innovative Assessment in Higher Education A Handbook for Academic Practitioners is an essential resource for busy academics looking to make a

tangible difference to their academic practice and their students learning This practical and accessible guide will aid both new and more experienced practitioners looking to learn more about how and why assessment in higher education can make such a difference to student learning A Teacher'S Guide To Classroom Research Hopkins, David,2014-10-01 A Teacher s Guide to Classroom Research is a great one stop guide for student or qualified teachers looking to undertake classroom research **What Pupils Say** Andrew Pollard,Pat Triggs,2001-01-01 The result of a research project this work an attempt to report on what has actually been happening in our schools answers such questions as what difference have education reforms made to pupils experience in schools and how has recent education policy impacted on children today Thinking and Learning with ICT Rupert Wegerif,Lyn Dawes,2004-06-03 In this fascinating book the authors outline a strategy for enhancing the effectiveness of computers for teaching and learning *Creativity, Wisdom, and Trusteeship* Anna Craft,Howard Gardner,Guy Claxton,2007-12-13 An international panel of distinguished experts explores the balance between creativity and wise action and calls for educators to nurture wise creativity in their students *The Wiley Handbook of Action Research in Education* Craig A. Mertler,2019-03-26 Comprehensive overview of the theoretical conceptual and applied practical presentations of action research as it is found and conducted solely in educational settings The Wiley Handbook of Action Research in Education is the first book to offer theoretical conceptual and applied practical presentations of action research as it is found and conducted solely in educational settings Covering primarily PK 12 educational settings the book utilizes a cross section of international authors and presentations to provide global perspectives on action research in education Part I of The Wiley Handbook of Action Research in Education focuses on various foundational aspects and issues related to action research Part II is centered on chapters that present theories and principles that help to guide the use of action research in educational contexts Part III focuses on specific applications of educational action research in practice Part IV provides an outlet for seven educational practitioners to share their experiences in conducting action research Each of these authors also discusses the importance and value that action research has had on him or her both professionally and personally Discuss action research in PK 12 as well as in higher education settings The first book to focus on the importance and application of action research exclusively in educational settings Offers world perspectives on action research in education Written by a team of international scholars The Wiley Handbook of Action Research in Education is an excellent book for advanced undergraduate students graduate students and scholars studying and or researching educational action research **Teaching Physical Education Creatively** Angela Pickard,Patricia Maude,2021-02-21 This fully updated second edition of Teaching Physical Education Creatively provides knowledge and understanding for students trainee and qualified teachers to engage creatively in teaching primary Physical Education It is full of ideas for developing the teaching of dance games gymnastics and ways of using outdoor spaces for activities in an innovative and engaging manner There is also a chapter to support creative practitioner to plan for creative Physical Education With an emphasis on developing

creative teaching processes by building from children's curiosity, imagination and need to explore and move it forges clear links between research and practice and offers suggestions for developing exciting, engaging new approaches to teaching Physical Education. Key topics explored include Physical Education and creativity, Building physical competence and physical literacy, Creative ways to develop the teaching of dance, games, gymnastics and ways of using outdoor spaces for activities, Developing understanding of space, speed and dynamics, Creative planning, Inclusive approaches and aspects of differentiation. Teaching Physical Education Creatively presents the theory and background necessary to develop a comprehensive understanding of creative teaching and children's learning. Packed with practical guidance and inspiration for lively, enjoyable Physical Education, it is an invaluable resource for undergraduate and postgraduate students in initial teacher training, practicing teachers and undergraduate students of Physical Education and dance. **Resources in Education**, 1998

Music Education as Craft Kari Holdhus, Regina Murphy, Magne I. Espeland, 2021-05-08 This book is a collection of leading international authors in the field of music education taking the concept of craft as a starting point to deconstruct and reconstruct their understanding of the practices and theories of music education. Their insights draw from deep wells of resources located in historical, philosophical, epistemological, musicological and educational traditions that lead to rich and complex insights on the evolving field of music education. In so doing they generate a constellation of new understandings and illustrations of what crafts can mean in this field. Historically the idea of craft was typically associated with a skill or experience in knowing how to do or make something or an activity of some kind that requires specific professional skills. In Old Norse the concept for craft was *kraptr* meaning strength and virtue while Old English and continental use was associated with power and physical strength as well as skill. When these definitions of crafts are infused into contemporary understandings of the field of music education as a professional field a whole new set of possible interpretations are unearthed. Such insights are not exhaustive but rather point the way in which this professional, diverse, inclusive and ambiguous field might continue to evolve in the 21st century. Meeting the Standards in Primary

Mathematics Tony Brown, 2003-09-02 This book guides readers through the professional standards and requirements to reach Qualified Teacher Status explaining what trainees need to know. The author discusses the best ways of developing mathematical knowledge and teaching skills and how to acquire the professional know-how needed to complete the training successfully. It will help readers to understand the Standards related to mathematics teaching, offer detailed guidance on the primary mathematics curriculum, help readers prepare for the QTS skills test, help readers to develop the pedagogical knowledge that you need for effective teaching of mathematics, help readers prepare for school-based training, provide ideas, suggestions and further reading to support during their training and their NQT year. This practical guide to meeting the standards is invaluable for students on primary training courses, lecturers and mentors supporting trainees in mathematics education programmes and newly qualified teachers. The Really Useful Maths Book Tony Brown, Henry

Liebling, 2005-05-06 The Really Useful Maths Book is for all those who want children to enjoy the challenge of learning mathematics. With suggestions about the best ways to use resources and equipment to support learning, it describes in detail how to make learning the easy option for children. An easy to follow comprehensive guide packed with ideas and activities, it is the perfect tool to help teachers who wish to develop their teaching strategies. This accessible and comprehensive book covers both the practical side of mathematics and the theory and practice of mathematics teaching. Packed with ideas and activities, it is the perfect tool to help you to improve your teaching strategies. Topics covered include numbers and the number system, what teachers need to know about interactive teaching, calculating, consolidating new ideas and developing personal qualities, shape and space, measures, statistics and data handling, consolidation and practice for accuracy, speed and fluency. The Really Useful Maths Book makes mathematics meaningful, challenging and interesting. It will be invaluable to practicing primary teachers, subject specialists, maths co-ordinators, student teachers, mentors, tutors, home educators and others interested in mathematics education programmes. Tony Brown was formerly the Director of ESCalate, the UK Centre for Education in HE at the Graduate School of Education, University of Bristol, UK. Henry Liebling formerly led Primary Mathematics Education at University College Plymouth Marjon, UK. *Aspects of Teaching Secondary Mathematics* Linda Haggarty, 2003-09-02

If learners in the classroom are to be excited by mathematics, teachers need to be both well informed about current initiatives and able to see how what is expected of them can be translated into rich and stimulating classroom strategies. The book examines current initiatives that affect teaching mathematics and identifies pointers for action in the classroom. Divided into three major sections, it looks at the changing mathematics classroom at primary, secondary and tertiary level, major components of the secondary curriculum, practical pedagogical issues of particular concern to mathematics teachers. Each issue is explored in terms of major underpinnings and research in that area, and practical ideas can be drawn from the text and implemented in the reader's classroom practice. Each chapter has been written by a well-respected writer, researcher and practitioner in their field, and all share a common goal to look thoughtfully and intelligently at some of the practical issues facing mathematics teachers and offer their perspectives on those issues. **Bridging the**

Transition from Primary to Secondary School Alan Howe, Val Richards, 2011-06-20 The transition from primary to secondary school can often be a difficult time for children, and managing the transition smoothly has posed a problem for teachers at both upper primary and lower secondary level. At a time when childhood recedes and adulthood beckons, the inequalities between individual children can widen, and meeting the needs of all children is a challenge. *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. Based on the five transition bridges: administrative, social and personal, curriculum, pedagogy and autonomy, and managing learning, this book is a complete guide to the primary-secondary transition. Chapters cover: A review of the issues and challenges of transition and

school transfer Management of physical intellectual social and emotional changes Issues of changing self identity Approaches to ensure curriculum progression and continuity Ways to develop cooperation between primary and secondary schools Alternatives to traditional primary secondary systems and pedagogy This book will be essential reading for all trainee teachers undergraduate and postgraduate education students and those working with children over the transition The contributors offer a wealth of guidance and insight into meeting the educational and social needs of children through early adolescence

Youth Work Jason Wood, Sue Westwood, Gill Thompson, 2014-08-21 Professional practice is at the heart of youth work training but integrating the theory learned in class with the reality of placements can sometimes require extra support This comprehensive textbook is designed to help students working with young people become competent and ethical practitioners able to reflect on their learning and interventions in young people s lives Divided into three parts this core text provides an understanding of and commitment to the principles of youth work explores how contexts shape youth work demonstrates the core practice skills that are required to make a meaningful impact on the lives of young people Engaging and practice driven this is an essential text for all students learning about working with young people whether on youth work or allied courses It includes case studies tasks further reading and reflective questions to help readers make connections between their own knowledge and practice

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