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Tony Brown, Henry Liebling

Teaching Primary Mathematics Sylvia Turner, 2012-11-13 Teaching Primary Mathematics covers what student teachers really need to know and why, including approaches to teaching and learning, planning and assessment, and using resources in maths teaching. It also provides a brief historical overview of the teaching of mathematics and examines strategies to enhance learning and development as a confident mathematician in the primary classroom. Informed by seminal and current research, and recent developments in education policy, the book also explores: - the role of mathematics within the primary curriculum - the development of mathematics as a subject of study - the knowledge that can be gained from considering international approaches to mathematics. This is essential reading for all students on primary initial teacher education courses including undergraduate (BEd, BA with QTS), postgraduate (PGCE, SCITT), and School Direct, and employment-based routes into teaching. Sylvia Turner is Senior Lecturer in the Faculty of Education at the University of Winchester.

Reviving Ancient Chinese Mathematics Jiri Hudecek, 2014-07-25 Twentieth-century China has been caught between a desire to increase its wealth and power in line with other advanced nations, which, by implication, means copying their institutions, practices and values, whilst simultaneously seeking to preserve China's independence and historically formed identity. Over time, Chinese philosophers, writers, artists and politicians have all sought to reconcile these goals and this book shows how this search for a Chinese way penetrated even the most central, least contested area of modernity: science. Reviving Ancient Chinese Mathematics is a study of the life of one of modern China's most admired scientific figures, the mathematician Wu Wen-Tsun. Negotiating the conflict between progress and tradition, he found a path that not only ensured his political and personal survival, but which also brought him renown as a mathematician of international status who claimed that he stood outside the dominant western tradition of mathematics. Wu Wen-Tsun's story highlights crucial developments and contradictions in twentieth-century China, the significance of which extends far beyond the field of mathematics. On one hand lies the appeal of radical scientific modernity, mechanisation in all its forms, and competitiveness within the international scientific community. On the other is an anxiety to preserve national traditions and make them part of the modernisation project. Moreover, Wu's intellectual development also reflects the complex relationship between science and Maoist ideology, because his turn to history was powered by his internalisation of certain aspects of Maoist ideology,

including its utilitarian philosophy of science. This book traces how Wu managed to combine political success and international scientific eminence, a story that has wider implications for a new century of increasing Chinese activity in the sciences. As such, it will be of great interest to students and scholars of Chinese history, the history of science and the history and philosophy of mathematics.

Research for Educational Change Jill Adler, Anna Sfard, 2016-06-17 *Research for Educational Change* presents ways in which educational research can fulfil its commitments to educational practice. Focussing its discussion within the context of mathematics education, it argues that while research-generated insights can have beneficial effects on learning and teaching, the question of how these effects are to be generated and sustained is far from evident. The question of how to turn research into educational improvement is discussed here in 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 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.

The Armed Forces Covenant in action? Great Britain: Parliament: House of Commons: Defence Committee, 2013-07-18 A series of Ofsted inspections on Army Apprenticeships conducted in 2013 rated the overall effectiveness as good. This was an improvement over the last inspection in 2009, rated as satisfactory (now called 'requires improvement'). Some 28 per cent of Army recruits were less than 18 years of age. Further information is needed on why the Army is so dependent on recruiting personnel under the age of 18 years compared to the other two Services, and whether steps are being taken to reduce this dependency. Of those recruited in 2012, 3.5 per cent of the Army were rated at entry level 2 for literacy (that of a 7 to 8 year old) and 39 per cent had a literacy level of an eleven year old. If as the MoD states, it has to recruit personnel at whatever level of attainment is available, then it should boost remedial action when recruitment entry standards are particularly low. In light of changes brought about by Future Force 2020, it may be that recruiting personnel with higher levels of attainment would better meet the future needs of the Armed Forces. Whilst the Committee recognises that some recruits may not be eager to take further academic exams, the MoD should encourage more recruits to undertake English and Maths GCSEs

which would stand them in good stead for future employment. The MoD has carried out some useful pilot projects with paramedic training and should identify more potential projects to ensure that vital skills paid for by the MoD are not lost to the country

The Routledge Companion to Accounting Education Richard M.S. Wilson, 2014-04-29 Many enquiries into the state of accounting education/training, undertaken in several countries over the past 40 years, have warned that it must change if it is to be made more relevant to students, to the accounting profession, and to stakeholders in the wider community. This book's over-riding aim is to provide a comprehensive and authoritative source of reference which defines the domain of accounting education/training, and which provides a critical overview of the state of this domain (including emerging and cutting edge issues) as a foundation for facilitating improved accounting education/training scholarship and research in order to enhance the educational base of accounting practice. The Routledge Companion to Accounting Education highlights the key drivers of change - whether in the field of practice on the one hand (e.g. increased regulation, globalisation, risk, and complexity), or from developments in the academy on the other (e.g. pressures to embed technology within the classroom, or to meet accreditation criteria) on the other. Thirty chapters, written by leading scholars from around the world, are grouped into seven themed sections which focus on different facets of their respective themes - including student, curriculum, pedagogic, and assessment considerations.

Education Policy, Neoliberalism, and Leadership Practice Karen Starr, 2019-04-05 Education Policy, Neoliberalism, and Leadership Practice is a foundational book describing all aspects of neoliberalism and its broad scale impact in education. Drawing on research and canvassing policy developments across a range of contexts, this book critically analyzes neoliberal education policies, the practices and outcomes they spawn, and the purposes they serve. It interrogates how education leaders perceive and interpret neoliberal influences and the dilemmas and opportunities they create, while unpacking questions of why neoliberalism is the basis for educational policy, how neoliberalism impacts on education, and what this means for the future.

Assessing Mathematical Literacy Kaye Stacey, Ross Turner, 2014-11-03 This book describes the design, development, delivery and impact of the mathematics assessment for the OECD Programme for International Student Assessment (PISA). First, the origins of PISA's concept of mathematical literacy are discussed, highlighting the underlying themes of mathematics as preparation for life after school and mathematical modelling of the real world, and clarifying PISA's position within this part of the mathematics education territory. The PISA mathematics framework is introduced as a significant milestone in the development and dissemination of these ideas. The underlying mathematical competencies on which mathematical literacy so strongly depends are described, along with a scheme to use them in item creation and analysis. The development and implementation of the PISA survey and the consequences for the outcomes are thoroughly discussed.

Different kinds of items for both paper-based and computer-based PISA surveys are exemplified by many publicly released items along with details of scoring. The novel survey of the opportunity students have had to learn the mathematics promoted through PISA is explained. The book concludes by surveying international impact. It presents viewpoints of mathematics educators on how PISA and its constituent ideas and methods have influenced teaching and learning practices, curriculum arrangements, assessment practices, and the educational debate more generally in fourteen countries.

Education, Law and Diversity Neville Harris, 2020-01-09 This new edition of Education, Law and Diversity provides extensive updated analysis, from a legal perspective, of how the education system responds to social diversity and how the relevant social and cultural rights of individuals and groups are affected. It spans wide-ranging areas of school provision, including: types of school (including faith schools), the school curriculum, choice of school, out-of-school settings, and duties towards children with special needs and disabilities. It gives extensive coverage to children's rights in the context of education and includes considerable new material on issues including relationships and sex education, exclusion from school, home education, equal access, counter-extremism and academisation. The new edition also retains and updates areas of debate in the book, such as those concerned with multiculturalism and the position of religion in schools. It continues to focus on England but also makes reference to other jurisdictions within the UK and internationally. It is essential reading for anyone interested in the legal and related policy issues surrounding children's education today.

Language and Learning in Multilingual Classrooms Elizabeth Coelho, 2012 This book offers practical research-based advice for teachers and other educators on how to adapt school and classroom procedures, curriculum content, and instructional strategies in order to provide a supportive learning environment for students of minority language backgrounds who are learning the language of instruction at the same time as they are learning the curriculum.

How Not to Be Wrong Jordan Ellenberg, 2014-06-03 The maths we learn in school can seem like an abstract set of rules, laid down by the ancients and not to be questioned. In fact, Jordan Ellenberg shows us, maths touches on everything we do, and a little mathematical knowledge reveals the hidden structures that lie beneath the world's messy and chaotic surface. In How Not to be Wrong, Ellenberg explores the mathematician's method of analyzing life, from the everyday to the cosmic, showing us which numbers to defend, which ones to ignore, and when to change the equation entirely. Along the way, he explains calculus in a single page, describes Gödel's theorem using only one-syllable words, and reveals how early you actually need to get to the airport.

Next Generation Ireland Ed Burke, Ronan Lyons, 2013-03-15 Foreword by Shane Ross As Ireland looks to regroup and rebuild for the future, this is exactly the type of book the country needs, with new people and new ideas. Peter Sutherland, former EU Commissioner and Director General of GATT and the WTO Every crisis presents an opportunity and Ireland's current crisis gives us an opportunity to reshape the country, to make it future-proof. Next Generation Ireland contains some

fascinating ideas by some of Ireland's brightest young thinkers on how to build the Ireland of the 2020s and 2030s. David McWilliams, economist and author Ireland in the early 2010s stands at a crossroads. The ongoing change and crisis in institutions that once had our trust force us to ask, What now? Next Generation Ireland brings together ten young Irish men and women to answer this very question. All are under forty and are emerging experts in their chosen fields. They have come together because they believe that, in this time of questioning, there exists a huge opportunity for the next generation to build the Ireland of the 2020s and 2030s. The book tackles the essential challenges confronting Irish politics and society, the economy, the environment, and Ireland's relationship with the rest of the world. Each writer proposes transformative policies in their respective areas that will renew and sustain the Irish state in the coming decades. Urging reform and policy transformation, Next Generation Ireland marks the beginning of an interesting conversation. Do you wish to participate? Contributors include: Eoin O'Malley, Michael Courtney, Stephen Kinsella, Michael King, Joseph Curtin, Aoibhín de Búrca, Neil Sands and Nicola White

Primary Teaching Catherine Carden, 2018-11-15 This book includes full coverage of the content of professional studies modules and goes beyond to support trainees on placements and in their learning on the course.

Conceptual Maths Peter Mattock, 2023-01-05 Written by Peter Mattock, Conceptual Maths: Teaching 'about' (rather than just 'how to do') mathematics in schools aims to empower teachers to support students on a comprehensive and coherent journey through school mathematics. Showcasing the best models, metaphors and representations, it provides excellent examples, explanations and exercises that can be used across the curriculum. Concepts are at the heart of the study of mathematics. They are the ideas that remain constant whenever they are encountered, but which combine and build upon each other to create the mathematical universe. It is the structure of each concept that gives rise to the procedures that are used in calculation and problem-solving - and, by learning about these structures, a learner can make sense of how different processes work and use them flexibly as need demands. In his first book, Visible Maths, Peter Mattock focused on the use of representations and manipulatives as images and tools and how this can provide a window into some of these mathematical structures. His aim in Conceptual Maths is to go deeper, beyond the procedures, and to shed greater light on the structures of the subject's different concepts. The book explores how a variety of visual tools and techniques can be used in the classroom to deepen pupils' understanding of mathematical structures, concepts and operations, including: number; addition and subtraction; multiplication and multiples; division and factors; proportionality; functionality; measures; accuracy; probability; shape and transformation; and vectors, among many others. In so doing, Peter equips teachers with the confidence and practical know-how to help learners assimilate knowledge of mathematical concepts into their schema and take their learning to the next level. Containing numerous full-colour diagrams and models to illustrate the conceptual takeaways and teaching techniques discussed, Conceptual Maths also includes a glossary covering the key mathematical terms. Suitable for teachers

of maths in primary, secondary and post-16 settings

The Really Useful Maths Book Tony Brown, Henry Liebling, 2014-01-10 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. The second edition has been fully updated in light of the latest research, as well as in response to the new mathematics curriculum. It includes many more practical activities for each mathematical topic and explores exciting new areas. Key topics covered include: Numbers and the number system Operations and calculations Shape and space Measures, statistics and data handling Cross-curricular approaches Resources and planning for teaching and learning Contexts for making sense of mathematics Bridges, strategies and personal qualities Dialogue and interactive teaching International perspectives on teaching and learning Psychology and neuroscience to maximize learning. 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.

How Chinese Acquire and Improve Mathematics Knowledge for Teaching Yeping Li, Rongjin Huang, 2018-05-16 While the importance of knowledge for effective instruction has long been acknowledged, and the concept and structure of mathematics knowledge for teaching are far from being new, the process of such knowledge acquisition and improvement remains underexplored empirically and theoretically. The difficulty can well associate with the fact that different education systems embody different values for what mathematics teachers need to learn and how they can be assisted to develop their knowledge. To improve this situation with needed consideration about a system context and policies, *How Chinese Acquire and Improve Mathematics Knowledge for Teaching* takes a unique approach to present new research that views knowledge acquisition and improvement as part of teachers' life-long professional learning process in China. The book includes such chapters that can help readers to make possible connections of teachers' mathematical knowledge for teaching in China with educational policies and program structures for mathematics teacher education in that system context. *How Chinese Acquire and Improve Mathematics Knowledge for Teaching* brings invaluable inspirations and insights to mathematics educators and teacher educators who wish to help teachers improve their knowledge, and to researchers who study this important topic beyond a static knowledge conception.

The Intersection of International Achievement Testing and Educational Policy Louis Volante, 2016-06-10 Educational

systems around the world look to student assessment programs as they initiate reforms and revise educational policies to increase student achievement. This edited volume examines the intersection of international achievement testing and education policy development in key countries around the world, exploring how assessments can inform curriculum, pedagogy, strategic planning, and ultimately determine large-scale education policy and governance. Noted chapter contributors explore how educational leadership and governance issues have been influenced by assessment programs across a range of political, economic, cultural, and educational contexts. The Intersection of International Achievement Testing and Education Policy provides educators, academics, and policymakers with cultural insights, historical contexts, and a framework for negotiating and understanding the consequences of educational policy decisions in schools.

Education in the United Arab Emirates Kay Gallagher,2019-05-17 This book provides an overview of the evolution of education in the United Arab Emirates from its humble beginnings in palm frond huts, to today's proliferation of prestigious international schools and global university branch campuses. The chapter authors are academic experts who have extensive first-hand experience of contemporary developments in the country's various educational sectors. The book addresses innovations and transformations in Early Childhood Education, Higher Education, K-12 Schooling, Language Education in Arabic and English, Quality Assurance, Special Needs, STEM Education, and Teacher Education and Professional Development.

Youth Unemployment and the Youth Contract Great Britain: Parliament: House of Commons: Work and Pensions Committee,2012-09-19 This report comments positively on some aspects of the design of the Youth Contract. It builds on the types of interventions which have been shown to have a positive impact: increased Jobcentre Plus (JCP) adviser support; work experience placements; and apprenticeships. It also welcomes the inclusion of a new scheme for 16-17 year-olds, the large majority of whom do not receive support from JCP as they are ineligible for Jobseekers Allowance (JSA). The Committee acknowledges that the Government has sensibly focused wage incentives - the key new element of the Youth Contract - on longer term young unemployed claimants and there is an attempt to achieve sustainable job outcomes by linking wage incentives to the Work Programme payment structure, in which providers are financially incentivised to keep participants in work and off benefits in the longer term. However the Youth Contract on its own it will not be enough to address the current unacceptably high level of youth unemployment. A significant impact can only be made if all the targets are met. In particular, past experience shows that 160,000 wage incentives is a very ambitious target in the current economic climate. And 250,000 additional work experience placements for young people may also be unrealistic

Understanding and Applying Assessment in Education Damian Murchan,Gerry Shiel,2024-04-09 All teachers are responsible for assessing the children they teach, and the outcomes of any assessment are important for individual learners, schools and wider education systems. Designed as a pragmatic guide for new teachers and those training to teach, this book

is your one-stop-shop for understanding assessment in schools. It covers formative and summative approaches used across primary and secondary education, supporting a balanced overview with policy examples drawn from the UK, Ireland and wider international contexts. This updated second edition reflects recent trends in assessment and includes: more balanced coverage across primary and secondary age phases with a broader range of examples across curriculum subject areas a new chapter on the potential of digital assessment for both formative and summative purposes the impact of the COVID-19 pandemic on assessment in general, and examinations in particular Damian Murchan is Associate Professor in the School of Education at Trinity College Dublin. Gerry Shiel is a Research Fellow at the Educational Research Centre, Dublin, Ireland.

Introduction to Development Engineering Temina Madon, Ashok J. Gadgil, Richard Anderson, Lorenzo Casaburi, Kenneth Lee, Arman Rezaee, 2022-09-08 This open access textbook introduces the emerging field of Development Engineering and its constituent theories, methods, and applications. It is both a teaching text for students and a resource for researchers and practitioners engaged in the design and scaling of technologies for low-resource communities. The scope is broad, ranging from the development of mobile applications for low-literacy users to hardware and software solutions for providing electricity and water in remote settings. It is also highly interdisciplinary, drawing on methods and theory from the social sciences as well as engineering and the natural sciences. The opening section reviews the history of “technology-for-development” research, and presents a framework that formalizes this body of work and begins its transformation into an academic discipline. It identifies common challenges in development and explains the book’s iterative approach of “innovation, implementation, evaluation, adaptation.” Each of the next six thematic sections focuses on a different sector: energy and environment; market performance; education and labor; water, sanitation and health; digital governance; and connectivity. These thematic sections contain case studies from landmark research that directly integrates engineering innovation with technically rigorous methods from the social sciences. Each case study describes the design, evaluation, and/or scaling of a technology in the field and follows a single form, with common elements and discussion questions, to create continuity and pedagogical consistency. Together, they highlight successful solutions to development challenges, while also analyzing the rarely discussed failures. The book concludes by reiterating the core principles of development engineering illustrated in the case studies, highlighting common challenges that engineers and scientists will face in designing technology interventions that sustainably accelerate economic development. Development Engineering provides, for the first time, a coherent intellectual framework for attacking the challenges of poverty and global climate change through the design of better technologies. It offers the rigorous discipline needed to channel the energy of a new generation of scientists and engineers toward advancing social justice and improved living conditions in low-resource communities around the world.

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