

Wigan Lea Numeracy Centre Mental Arithmetic Tests

This publication "provides information on the latest thinking about concept formation and presents three professional learning workshops for staff working with young children"--Back cover.

The Educated Mind offers a bold and revitalizing new vision for today's uncertain educational system. Kieran Egan reconceives education, taking into account how we learn. He proposes the use of particular "intellectual tools"—such as language or literacy—that shape how we make sense of the world. These mediating tools generate successive kinds of understanding: somatic, mythic, romantic, philosophical, and ironic. Egan's account concludes with practical proposals for how teaching and curriculum can be changed to reflect the way children learn. "A carefully argued and readable book. . . . Egan proposes a radical change of approach for the whole process of education. . . . There is much in this book to interest and excite those who discuss, research or deliver education."—Ann Fullick, *New Scientist* "A compelling vision for today's uncertain educational system."—*Library Journal* "Almost anyone involved at any level or in any part of the education system will find this a fascinating book to read."—Dr. Richard Fox, *British Journal of Educational Psychology* "A fascinating and provocative study of cultural and linguistic history, and of how various kinds of understanding that can be distinguished in that history are recapitulated in the developing minds of children."—Jonty Driver, *New York Times Book Review*

Follows the life of six-year-old Jean-Luc during the Depression, living with his little sister and young mother after being abandoned by his con-artist father.

Early Childhood Literacy and Numeracy

Managerialism

My Secret #EdTech Diary

Landscapes of Literacy

An Introduction to the Study of Education

This guide offers parents a comprehensive directory of independent and non-maintained schools in Britain which provide for children with sensory or physical impairment, learning difficulties, and emotional or behavioural problems.

Why did some countries grow rich while others remained poor? Human history unfolded differently across the globe. The world is separated in to places of poverty and prosperity. Tracing the long arc of human history from hunter gatherer societies to the early twenty first century in an argument grounded in a deep understanding of geography, Andrew Brooks rejects popular explanations for the divergence of nations. This accessible and illuminating volume shows how the wealth of 'the West' and poverty of 'the rest' stem not from environmental factors or some unique European cultural, social or technological qualities, but from the expansion of colonialism and the rise of America. Brooks puts the case that international inequality was moulded by capitalist development over the last 500 years. After the Second World War, international aid projects failed to close the gap between 'developed' and 'developing' nations and millions remain impoverished. Rather than address the root causes of inequality, overseas development assistance exacerbate the problems of an uneven world by imposing crippling debts and destructive neoliberal policies on poor countries. But this flawed form of development is now coming to an end, as the emerging economies of Asia and Africa begin to assert themselves on the world stage. The End of Development provides a compelling account of how human history unfolded differently in varied regions of the world. Brooks argues that we must now seize the opportunity afforded by today's changing economic geography to transform attitudes towards inequality and to develop radical new approaches to addressing global poverty, as the alternative is to accept that impoverishment is somehow part of the natural order of things.

This book is written to match the objectives of the new National Curriculum and features weekly tests that provide regular mental maths practice.

Bright Sparks

Transitions And Turning-Points

Report of the Committee of Inquiry Into the Teaching of Mathematics in Schools Under the Chairmanship of W.H. Cockcroft

A Commonwealth Guide to Implementing Article 24 of the UN Convention on the Rights of Persons with Disabilities

Desert Development

Governing the mind, brain and behaviour

The second edition of this distinctively Australian text continues to retain the hallmark features, resulting in it being the 2004 Category Winner for the 'Awards of Excellence in Educational Publishing'. This popular textbook continues to adopt a developmental focus for complex issues in teaching. As a valuable resource Educational Psychology addresses contemporary ideas in context of lifelong learning, vocational education and the dynamic use of information and communication technologies. By analysing educational psychology and the theories of development and learning this text will help you to: understand your own development and factors that have contributed to it; provide strategies to enhance the quality of your learning and motivation; guide your understanding of how learners learn and how educators can be more effective in their teaching practice; contribute to your personal philosophy of learning and teaching. If you are aspiring to become a teacher or educational psychologist this is a must have text, written by experienced and renowned practitioners with backgrounds in teaching, educational psychology and child development.

Authoritatively and expertly written, the new seventh edition of Bratton and Gold's Human Resource Management builds upon the enduring strengths of this renowned book. Thoroughly updated, topical and accessible, this textbook explores the theory and practice of human resource management and will encourage your students to reflect critically on the realities of the ever-changing world of work. The new edition truly captures the zeitgeist of contemporary human resource management. With coverage of the Covid-19 pandemic in relation to business ethics, physical and mental wellbeing, inequality and the rise of the gig-economy and precarious work, students will feel connected to the complex issues that face workers, organisations and wider society. This edition also includes expanded coverage on the ever-palpable effects of globalization and technological change and explores the importance of sustainable practice. Students will gain critical insight into the realities of contemporary HRM, engaging with the various debates and tensions inherent in the employment relationship and understanding the myriad of different theories underpinning human resource management. New to this edition: - New 'Ethical Insight' boxes explore areas of current ethical concern in trends and practice - New 'Digital Spotlight' boxes explore innovations in technology, analytics and AI and the impact on workers and organisations - Topical coverage on job design and the rise of the gig economy and precarious work - A critical discussion of the core themes and debates around human resource management in the post-Covid-19 era, including mental health and wellbeing. - A rich companion website packed with extra resources, including interviews with HR professionals, bonus case studies and vocab checklists for ESL students.

Thirteen marginal Philippine communities were examined in an ethnographic study of the meaning of functional literacy and whether literacy invariably promotes development. The 13 sites were purposely selected to provide a broad sampling from three standpoints: (1) major livelihood and form of economic activity (farming, fishing, urban poor, disaster areas); (2) ethnolinguistic grouping (Luzon, Visayas, Mindanao); and (3) lifestyle or rhythm of life in the community (traditional, transitional, Moslem Filipino minority, lowland Christian majority, urban poor, developmental). The sample functional literacy rate in the study's communities ranged from 34.4% to 79.8%. Special attention was paid to the following topics: community life as a context of literacy practice; community knowledge and the passage to a literate tradition; different practices, meanings, and definitions of functional literacy in different contents; constraints in the relationship between literacy and development; and possibilities for literacy in conceptualizing a school of the people. The study demonstrated that the concepts of literacy and numeracy cannot be separated from their social and cultural settings and that standard measures of literacy used in industrialized countries are often inappropriate in other nations. (Eleven tables/figures are included. The report contains 41 references. Appended is information about the quantitative method and data analysis.) (MN)

Frameworks for Thinking

Places In The Primary School

An Ethnographic Study of Functional Literacy in Marginal Philippine Communities

A Global History of Poverty and Prosperity

Reimagining the Purpose of Schools and Educational Organisations

Consultation on the Child Poverty Strategy 2014-17

This book features a diverse set of perspectives all focused towards questioning the role schools actually play in society and, more importantly, the role they could potentially play. Containing papers presented at the 1st International Conference on Reimagining Schooling which took place in Thessaloniki, Greece, June 2013, bringing together international and multi-disciplinary perspectives on the future of education and schools. Combines diverse specialities analyzing schools as organizations and questions the purpose of schools. The book explores the current purpose of schooling and debates what roles and values young people currently learn from schooling. It examines such issues as the impact of Neoliberalism, the pursuit of the socially just school, and imagining contemporary schools beyond their consumerist mentality. Tackling development in the growing economic and social crisis in Europe, and offering transformative analysis of the psychology and decision-making involved for innovating teaching, learning, socio-economic and policy contexts. In addition, the book shows different ways young people can be creatively involved in reimagining schooling. It also details both innovative and radical ideas that currently exist about school transformation such as building learning partnerships for all and creating synergies across formal and informal settings of learning. Raising important questions for the future of the relationship between teacher and pupil and positive and pro-active behavior. There is a growing realization that schools fail to accommodate diverse types of learning and that their purpose is not simply about education. Featuring academics and practitioners from many different disciplines, this book boldly questions the values that currently permeate school walls and suggests ways that schooling itself can be made better.

This revised and expanded second edition of Implementing Inclusive Education shows how Commonwealth countries are attempting to undertake inclusion in education, and will encourage all those charged with ensuring education for all to make certain that disabled children are fully included in all aspects of the education system.

This is the Stage One Manual Progress in Understanding Mathematics (PUMA) is a standardised, curriculum-linked suite of tests designed for whole-class use and for pupils of all abilities. Uniquely, the series offers three tests for each primary school year, to monitor pupils' progress term by term, and provides reliable, predictive and diagnostic information. Or you can pick the test(s) you want, to give you maximum flexibility to assess just at the beginning, middle or end of each year, if you prefer. - simple and quick to administer and mark - taking less than an hour to assess a whole class - standardised scores, curriculum levels and maths ages, plus a diagnostic profile across the separate strands of mathematics, will give you a wealth of information and make you more effective in managing learning in your classroom - a decimalised PUMA scale score, based on the termly performance data of over 10,000 pupils nationally, lets you monitor small increments of progress and gives a reliable basis for predicting pupil progress and setting realistic targets - a separate test is available for autumn, spring and summer terms for Years 1-6 - attractively presented, to engage the children (the KS1 tests are printed in full colour) To view samples of all tests please visit: www.hoddereducation.co.uk/puma

Women And The Life Cycle

Man and Technology in Sparselands

Developing Critical Thinking, Agency, Beliefs in Schools and Educational Organisations

Building Good Practice

Looking at Educational Technology through a wider lens

The Crazyladies of Pearl Street

First Published in 1997. Routledge is an imprint of Taylor & Francis, an informa company.

With 30+ years' experience developing and using EdTech products, distilled down into an easy-to-read format, My Secret EdTech Diary aims to get you thinking about the past, present and future role of educational technology and how it influences and shapes our education system. My Secret EdTech Diary reflects on the history of EdTech, Covid, best practice suggestions, how to select the right solutions and the questions you need to consider before pursuing your digital ambitions. With unique insights from an Educators' and Vendors' perspective, advice for budding EduPreneurs, guidance for schools considering how to co-produce technology solutions with vendors and how to shine a light on Educational Technology through the widest possible lens. With links to research, insights from trusted peers, quick ready-reckoner checklists, questions you need to be asking, alongside voices aligned from the sector, this book aims to get you up to speed and thinking big picture EdTech.

This book brings together leading UK researchers in the field of arts and health, including creative arts therapies. The chapters are based on presentations originally given at a UK seminar series on scholarship and research on connections between the creative arts, health and wellbeing, funded by the Economic and Social Research Council. anyone practising or researching arts and health, in both hospitals and community settings. Because of the nature of the work, the volume is cross-disciplinary in theory and multi-disciplinary in practice. As such, it will appeal to a cross-section of practitioners and thinkers. Research in the field of arts, health and wellbeing has developed over the years and in the dialogue of this book some of the big questions for the agenda are addressed.

Two cheers for democracy

Uberveillance and the Social Implications of Microchip Implants: Emerging Technologies

Psychological Governance and Public Policy

A Report to Highlight and Promote the Benefits of Urban Agriculture in the UK

The Educated Mind

Pre-algebra with Pizzazz! Series

This report sets out the findings of the public inquiry into the murder in March 2000 at Feltham Young Offender Institution of Zahid Mubarek, an Asian teenager. Mubarek died after being attacked by another young prisoner, his cellmate Robert Stewart, who had a history of violence and racist behaviour. The report identifies the systemic shortcomings which the attack exposed and makes 88 recommendations to reduce the risk of such an attack in the future. Issues discussed include: the events leading up to the public inquiry, including previous investigations by the Prison Service and the Commission for Racial Equality; the mental health background and custodial history of Stewart; the events on the night of the attack; and the wider ongoing problems at Feltham of staff shortages and low staff morale, lack of resources and overcrowding; poor working practices and evidence of racism by staff and prisoners. Recommendations made include: the elimination of enforced cell-sharing should be a high priority for the Prison Service and it should publish guidelines to assist officers in the allocation of prisoners who have to share a cell, taking into account issues of ethnic and religious background; there should be a general rule that an unconvicted prisoner should not share a cell with a convicted prisoner; full cell searches should be carried out at least once every three months; prisoner councils should be set up as part of violence reduction strategies in prisons; improved diversity training for prison staff; and the need for a national database for security information on prisoners to improve the flow of information between and within establishments to help prisoner risk assessment procedures.

There have been significant developments in the state of psychological, neuroscientific and behavioural scientific knowledge relating to the human mind, brain, action and decision-making over the past two decades. These developments have influenced public policy making and popular culture in the UK and elsewhere - through policies and emerging social practices focussed on behavioural change, happiness, wellbeing, therapy, resilience and character. Yet little attention has been paid to examining the wider political and ethical significance of the widespread use of psychological governance techniques. There is a pressing and recognised need to address the behaviour change agenda in relation to how our cultural ideas about the brain, mind, behaviour and self are changing. This book provides a critical account of existing forms of psychological governance in relation to public policy. It asks whether we can speak of a co-ordinated and novel shift in governance or, rather, whether these trends are more simply pragmatic policy tools based on advances in scientific evidence. With contributions from leading scholars across the social sciences from the UK, the USA and Canada, chapters identify practical, political and research challenges posed by the current policy enthusiasm for particular branches of affective neuroscience, behavioural economics, positive psychology and happiness economics. The core focus of this book is to investigate the ways in which knowledge about the mind, brain and behaviour has informed the methods and techniques of governance and to explore the implications of this for shaping citizen identity and social practice. This groundbreaking book will be of interest to students, scholars and policy-makers interested and working within geography, economics, sociology, psychology, politics and cultural studies. "This book presents case studies, literature reviews, ethnographies, and frameworks supporting the emerging technologies of RFID implants while also highlighting the current and predicted social implications of human-centric technologies"--Provided by publisher.

Intervention Student Workbook

How Cognitive Tools Shape Our Understanding

A Handbook for Teaching and Learning

Human Resource Management

Arts, Health and Wellbeing

A Critique of an Ideology

Most people know what management is but often people have vague ideas about Manageralism. This book introduces Manageralism and its ideology as a colonising project that has infiltrated nearly every eventuality of human society.

The fact that approximately one-third of the world's land mass is arid desert may be congenial for the camel and the cactus, but not for people. Nevertheless, well over half a billion people, or 15% of the world's population live in arid desert areas. If the world's population were distributed evenly over the land surface, we would expect to find about 30% of the population inhabiting arid desert areas. Does the fact that 'only' 15% of the world's population live in an arid desert environment reflect the harshness of the environment? Or is it a testimony to the adaptability and ingenuity of mankind? Do we view the glass as half-full? Or half-empty? The contributors to Desert Development: Man and Technology in Sparselands adopt the position that the cup is half-full and, in fact, could be filled much more. Indeed, many arid desert zones do thrive with life, and given appropriate technological development, such areas could support even greater populations. While the dire Malthusian prediction that rapid world population growth exceeds the carrying capacity of existent resource systems has gained popularity (typified by the 1972 Club of Rome book, Limits to Growth), there is a growing body of serious work which rejects such pessimistic 'depletion' models, in favor of models which are mildly optimistic.

This electronic version has been made available under a Creative Commons (BY-NC-ND) open access license. Frank and entertaining account of the University of Manchester's struggle to meet the Government's demands for the rapid expansion of higher education in the 1950s and the 1960s. Looks at the University's ambitious building program: the controversial attempts to reform its constitution and improve its communications amid demands for greater democracy in the workplace, the struggle to retain its old pre-eminence in a competitive world where new 'green field' universities were rivalling older civic institutions. Tells the story, not just from the point of view of administrators and academics, but also from those of students and support staff (such as secretaries, technicians and engineers). Uses, not only official records, but also student newspapers, political pamphlets, and reminiscences collected through interviews conducted by an experienced oral historian. The only book on the University of Manchester as a whole.

Report of the Zahid Mubarek Inquiry (Vols. 1 and 2)

Mental Maths Year 2

Mathematics Counts

Which School for Special Needs

A Theoretical Inquiry for Practice

Emerging Technologies

Provides descriptions and evaluations of 42 major frameworks for thinking with easy-to-grasp summary tables.

This fully updated, fourth edition of An Introduction to the Study of Education provides a comprehensive and reflective introduction to the study of education, inviting students to question what education is, who it is for and what purpose it serves. Taking the reader from the early years through to lifelong learning, it examines all forms of education and learning. This new edition includes ten completely new chapters and a step-by-step guide to essay writing. There is also a companion website to accompany the book, featuring additional chapters which can be visited at www.routledge.com/cw/matheson. This fully updated, fourth edition provides: a full exploration of the historical, sociological, philosophical and psychological roots of education; a clear focus on the individual levels of education – preschool, compulsory, post-compulsory and lifelong learning; the latest debates within special educational needs; an in-depth examination of learning styles; insights into the historical development of education and the role of, and background to, research in education; a focus on current educational practice and diversity across the United Kingdom and Ireland. Written in a clear and accessible style, this is the essential core text for all beginning students on undergraduate and postgraduate courses in Education Studies and all those interested in education today, where it came from and where it is going.

Are you striving to establish a more creative and imaginative classroom? Are you interested in: the generosity of creativity; creative conjecture; being an advocate for creativity; welcoming the unexpected, the unpredictable and the unconventional; taking risks; learning which leads to new or original thinking which is of value? If so, this completely updated new edition of a classic text will show you how to achieve these ideals. The book is written in a clear and practical way by leading researchers and practitioners, offering help and advice on the planning and implementation of effective creative teaching and learning, and providing examples of best practice through a rigorous theoretical rationale. A hallmark of the book is its exploration of creativity through curriculum subjects. It builds on this in its first and last chapters by addressing key cross-curricular themes that thread their way throughout the book. Throughout there is an emphasis on critical and reflective practice. New to this edition are: three entirely new chapters on drama, music and geography; an update of the introduction to account for advances in creativity research, policy and practice; a new final chapter identifying cross-curricular themes; greater attention to international dimensions and examples. In this second edition the authors are drawn from six universities which between them produce some of the best education research internationally, and some of the best teacher education. The authors also come from leading national and international organisations such as the National Gallery in London and the Geographical Association. Creativity for the Primary Curriculum is a core text for both training and practicing Primary teachers who wish to maintain high standards when approaching their teaching.

Creativity in the Primary Curriculum

Educational Psychology for Learning and Teaching

Coal Mining in Canada

Growing Food in Cities

The End of Development

Saxon Math 6/5

Using a cross-curricular approach, Wiegand discusses the knowledge necessary for preparing children for life in a pluralist society. Looking at theories of education for citizenship, environment education and economic and industrial understanding, it examines the evidence for what children know and feel about their own country, other countries and people in "distant" places. He offers practical suggestions for curriculum planning and classroom activities in the primary school and examines ways in which project work on different localities can be initiated and developed.

SUMMARY: Recommendations on the teaching of mathematics in primary & secondary schools in England & Wales, with particular regard to the mathematics required in further & higher education, employment & adult life generally.

"This historical assessment reflects the technological, material cultural, social and political history of Canada's coal industry"--Abstract., p. v.

A Historical and Comparative Overview

Enabling Access

Implementing Inclusive Education

Progress in Understanding Mathematics Assessment

A History of the University of Manchester, 1973-90

NAMING OF ADULT AUTISM IDENTITCB

Mental Maths Year 2

What Works for Children with Mathematical Difficulties?