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environments, this textbook for teaching provides thorough and extensive coverage of the topics for higher-level awards in Education and Training. The textbook provides a logical progression through the essential aspects of teaching, such as planning and assessment; it considers key related areas including teacher professionalism, equality and diversity, and mentoring and coaching; and it presents this invaluable guidance in an accessible and readable format. In outlining the challenges that teachers face in their everyday practices, it directs students to relevant case studies and examples, as well as offering an evidence-based approach with a wide range of research. Teaching in Lifelong Learning: A Guide to Theory and Practice is core reading for those teaching or preparing to teach in further, higher education, and training contexts, as well as in public sector contexts and in private training organisations, including those studying for Certificate in Education and Training (CET) and relevant Level 3 diplomas in Education and Training. "Teacher education in FE continues to be an important and unresolved issue, and this book is a great asset in supporting individuals in understanding and developing their practices. With a focus on developing critical, inquiring practitioners, the text reads like an experienced mentor sharing pointers, questions, and useful readings over a collegial cup of coffee." Dr Tim Herrick, Senior University Teacher, University of Sheffield, UK


This is a comprehensive guide for trainee teachers and tutors in the lifelong learning sector.

Continuing Professional Development for Teachers - Carol Morgan - 2004-03-01

This volume is designed for teachers, whether just setting out or climbing the ladder. It examines the complex set of options and requirements facing teachers, from qualifying as a teacher to developing skills through middle and senior roles, and continually improving teaching skills.

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Early Years Play and Learning - Pat Broadhead - 2004

This practical book provides an accessible framework for observing and assessing children's learning through play. It will help early years practitioners to deepen their understanding of the significance of play in children's learning and development. Methods and Modalities of Effective School Inspections - Gert Rijlaarsdam - 2007-11-23

This book provides a clear guide to understanding the evidence base of effective school inspections in relation to school effectiveness research, unintended consequences and emergent roles and responsibilities of Inspectorates of Education. Chapters include findings from systematic literature reviews and primary research while also presenting a range of practical examples for researchers aiming to analyse and understand the effectiveness of these systems. The final chapter reflects on changes in the current education landscape and discusses newer models of school inspections that fit within a more decentralized inspection system.

Learning to Read Critically in Educational Leadership and Management - Mike Wallace - 2003-01-28

Learning to Read Critically in Educational Leadership and Management, Mike Wallace and Louise Poulson provide students with an eminently usable text. Although the theoretical underpinnings of critical thinking and critical reading may not always be evident, this book provides a lucid guide to planning their 'ambiguities'. Educational Review - "This is a book that should be regarded as essential reading for those students following courses in education and social policy, particularly as masters level students. It provides real-life case studies and a critical analysis of policy and practice, and is particularly useful for those who are studying educational leadership and management. This book is the only book that I have come across that introduces the reader to the concept of critical thinking in education in a way that is accessible and engaging. It is not only a valuable resource for students, but it is also a valuable resource for those who are involved in the teaching and learning of educational leadership and management."

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Our current education system is based on a system of competition, authority and power and how these are reflected in institutional structures and individual practices. As a historian as well as a political scientist, he has always insisted on locating contemporary developments in a longer term perspective. This volume is for researchers in higher education studies, students in postgraduate courses in higher education, and academics, managers, and administrators. Professor Teoloho Moja, New York University, USA, "It will be an invaluable resource inter alia for higher education students, scholars, and institutional leadership." The book could provide a major contribution to the field of higher education because of the different perspective different authors provide on the same issue. It is an important tool for the demands of managers, researchers, and graduate students. It is likely to be used again and again as readers explore new ways to transform education systems or institutions, meet their needs for leadership development, and general research. I expect that most teachers will weave through the chapters (i) on an as-needed basis, until they have engaged all its excellent content.


The views reflect different contexts and can represent very different ideals, values, and processes. I'm sure you will find this book as interesting and challenging as I have - a gem that pushes your thinking and does not allow readers to remain neutral." (Lorna Earl)

Neoliberalism and Education Systems in Conflict - Khalid Arar - 2020-12-22

Neoliberalism and Education Systems in Conflict by Timothy Cullinan is a gem that pushes your thinking and does not allow readers to remain neutral. The book explores how neoliberal policies on educational spaces. The next section examines the more indirect outcomes of neoliberalism, including the challenges of inequity, access, violence, and social justice issues as a result of neoliberal ideologies. Each section of the book includes case studies about education systems across the globe, including the US, England, and South Africa. The book explores how neoliberal policies have been advocated as a means to improve education quality, but has led to an erosion of the notion of staff development. This book looks at how the conflict between the two outlooks emerges and what can be done to overcome it. Based on empirical evidence, the authors reveal what is happening in a range of institutions and schools across the globe. The book provides a comprehensive overview of the demands of managers. They examine the reasons behind the conflict and discuss what measures can be taken to overcome it. The book will provide a central test on an important but relatively neglected subject of interest to all engaged in the profession.

School Leadership in the Context of Standards-Based Reform - Louis Volante - 2012-05-14

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increased teacher agency and stronger, more powerful networks as a means of improving practice, combating teacher disillusionment, and radically improving UK education. This text offers an exciting and hopeful perspective on education; urging teachers to work together to ‘flip the system’ and challenging policy makers to help face: increase teacher agency. Our rallying cry: our profession needs a return to values of humanity, pride, and professionalism. From research literacy to a collective voice, better CPD to smarter accountability, contributions to this book demonstrate the huge scope for increased teacher influence at every level of the education sector. Education voices including Sam Twiselton, Alison Peacock, David Weston and Andy Hargreaves, supported by a broad range of academics and policy makers, voice for increased teacher agency and stronger, more powerful networks as a means of improving practice, combating teacher disillusionment, and radically improving UK education.

Expert Teachers

Expert Teachers is a compelling book that explores issues surrounding the concept of the expert teacher from a truly international perspective. Expert teaching, a global phenomenon that exerts significant influence on education policy and practice, has developed rapidly since the 1980s and significantly impacted many teachers’ professional development and expertise.

How did we let teacher burn-out happen, and what can we do about it – before it’s too late? This brave and disruptiv ebook accurately defines the problems of low teacher morale and offers systems, future-proof and realistic solutions: to bring hope, energy and joy back to the profession. The simple answer is starting us in the face: increase teacher agency. Our rallying cry: our profession needs a return to values of humanity, pride, and professionalism. This book offers an exciting and hopeful perspective on education; urging teachers to work together to ‘flip the system’ and challenging policy makers to help or get out of the way. Chapters have been contributed by Tom Bennett, Peter Ford, Jonathan Firth, David Weston, David Williams, Zola Clarke, Julie Smith, Dr Robert Lowe, Jeremy Patte, Debra Kidd, Steven Watson, Rose Morrison McGill, George Gluckstein, Howard Stevenson, Professor Dame Alison Peacock, d’Reen Struthers, Phil Wood, Rael Swan, Simon Giblin, Ross Hall, Jackie Ward, Simon Knight, David Frist, Sheila Ball, Sarah Lightfoot, Andy Hargreaves, Darren Macey, Gary Farrell, Julian Critchley, Tony Gallagher, Gareth Alcott, Sam Twiselton, Jelmer Evers, Alma Harris, Michelle Jones, Natalie Scott, Deborah M. Netolicky, Jon Andrews, Cameron Paterson, Per Kornhall, Joe Hallgarten, Tom Beresford and Sara Hjelm.


The performance of public services is now more closely scrutinized than ever before. Every teacher, doctor, social worker or probation officer knows that behind them stands a restless army of overseers, equipped with a panoply of league tables, star ratings, user opinion surveys, performance indicators and the like with which to judge them. This increased scrutiny and performance measurement has undoubtedly produced improved public services. Yet we still have a limited understanding about how this information can be best used to bring about improvements in performance. What goes on inside the ‘black box’ of public organisations to move from information to action, or from ‘knowing’ to ‘doing’? This book tackles this important question by reviewing a wide range of performance mechanisms. It explores how information about performance can be translated into improvements in services and, conversely, why this does not always happen in practice.

Connecting Knowledge and Performance in Public Services - Kieran Walsh - 2010-09-30

This book offers an evidence-based guide to EAL for everyone who works with multilingual learners. It provides a concise, helpful introduction to the latest research and new thinking about how to develop outstanding EAL practice. How can children acquire additional languages? How language works across the curriculum? How can you establish outstanding EAL practice in your school? Other key features include case studies from experienced EAL specialists, extensive reading recommendations for teachers who want to build on their knowledge, and a detailed chapter on Ofsted based on interviews with senior inspectors. This book will prove an invaluable guide and support for everyone working with bilingual learners. In clear, short chapters it gives a thorough grounding in the evidence and principles needed to create outstanding EAL provision.

Teaching EAL - Robert Sharpley - 2021-08-05

This book offers an evidence-based guide to EAL for everyone who works with multilingual learners. It provides a concise, helpful introduction to the latest research underpinning three key areas of EAL practice: How children acquire additional languages How language works across the curriculum How you can establish outstanding EAL practice in your school. Other key features include case studies from experienced EAL specialists, extensive reading recommendations for teachers who want to build on their knowledge, and a detailed chapter on Ofsted based on interviews with senior inspectors. This book will prove an invaluable guide and support for everyone working with bilingual learners. In clear, short chapters it gives a thorough grounding in the evidence and principles needed to create outstanding EAL provision.

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