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Daily Covid-19 cases rose by 50% last week in England and 1 in 100 people were infected a week ago, ONS estimates - but separate study claims outbreak is 'steady' Clarifications and corrections

This book captures the lived experiences of school principals engaged in meeting the standards of practice inherent in the Professional Practice Competencies for School Leaders in Alberta. These principals tell their own stories of how they meet the competencies mandate of building relationships, establishing and living a school vision, leading a learning community, providing instructional leadership, developing leadership in others, managing the organization, and responding to the societal needs of the context within which the schools are located. In addition, as authors, we provide a theoretical framework for the competencies and situate them within scholarly research.

The past two decades have seen an increased interest in education, especially in core areas such as mathematics, language and science. This is in part a consequence of the increase in the number of international comparisons of educational outcomes, such as PISA and TIMSS. Much research has focused on the contributions that curricula, financial resources, parental support, and so on, might have on educational outcomes. A factor that seems likely to have a very significant effect on student achievement, teachers' practices and beliefs, has received little attention. This book reports results from a research program that sought to develop and employ research methods to compare teachers' practices and beliefs across Canada. It provides insight into the challenge of such research, and describes teachers' contexts, beliefs and practices, and how they differ, in four regions and across two languages. Using a multivocal ethnography approach (Tobin, 1999) teachers were involved in the preparation and discussion of videos of their own teaching and that of others. This approach resulted in not only insights into the teachers' pedagogies and practices, but also opportunities for the teachers to reflect on their own teaching in new ways, and for researchers to reflect on research practices and orientations. The work is innovative in several ways. In a field crowded with research on teachers' practices, beliefs and knowledge this research helps to unearth the implicit values that underlie the way teachers see teaching itself. Through the process of observation of each other's practice, the teachers became aware of their own pedagogies, giving them new insights into their values and practices. Researchers also engaged in a parallel process of reflection on their own practices as observers of teachers, with similar insights into the values guiding their work. This book will be of interest to government policy makers, teachers and teacher educators, as well as researchers in Mathematics Education. Members of the AERA SIG in Research in Mathematics Education, the Canadian Mathematics Education Study Group, the NCTM, and provincial Mathematics teacher associations are potential readers. Praise for Researching Pedagogy and Practice with Canadian Mathematics Teachers: What a treasure! This book is an important resource for anyone interested in high quality mathematics teaching. It fills a gap in our understanding of how mathematics is taught across Canada, where students are among the highest performing on international mathematics assessments. The studies reported are conceptually

grounded, methodologically rigorous, and filled with nuanced observations of the similarity and variation in classroom teaching across many of the Canadian provinces. Edward A. Silver Senior Associate Dean for Research & Graduate Studies William A. Brownell Collegiate Professor of Education & Professor of Mathematics University of Michigan

Encyclopedia of Pharmacy Practice and Clinical Pharmacy covers definitions, concepts, methods, theories and applications of clinical pharmacy and pharmacy practice. It highlights why and how this field has a significant impact on healthcare. The work brings baseline knowledge, along with the latest, most cutting-edge research. In addition, new treatments, algorithms, standard treatment guidelines, and pharmacotherapies regarding diseases and disorders are also covered. The book's main focus lies on the pharmacy practice side, covering pharmacy practice research, pharmacovigilance, pharmacoconomics, social and administrative pharmacy, public health pharmacy, pharmaceutical systems research, the future of pharmacy, and new interventional models of pharmaceutical care. By providing concise expositions on a broad range of topics, this book is an excellent resource for those seeking information beyond their specific areas of expertise. This outstanding reference is essential for anyone involved in the study of pharmacy practice. Provides a 'one-stop' resource for access to information written by world-leading scholars in the field Meticulously organized, with articles split into three clear sections, it is the ideal resource for students, researchers and professionals to find relevant information Contains concise and accessible chapters that are ideal as an authoritative introduction for non-specialists and readers from the undergraduate level upwards Includes multimedia options, such as hyperlinked references and further readings, cross-references and videos

In this book, Johnston and Mangat consider ways in which particular postcolonial and multicultural literary texts are able to provide a space of cultural mediation for readers from various backgrounds. The studies described in the five chapters of the book explore the spaces of convergence of identity, culture and literature with students and teachers in high school contexts and undergraduates in university settings. In each study, readers are responding to texts that are culturally distant from their own literary and experiential histories. An objective of each study was to consider the nature of the cultural locations of the reader and the text, and the interstitial spaces between these locations. The book interrogates readers' attempts to negotiate cultural difference in literary contexts and questions how this negotiation requires reading practices traditionally ignored in North American classrooms. The book will offer educators at the secondary and post-secondary levels rich material to draw upon for a rethinking of the school curriculum and will be of interest to scholars of postcolonial and literary studies.

This book brings together an international group of literacy studies scholars who have investigated mobile literacies in a variety of educational settings. Approaching mobility from diverse theoretical perspectives, the book makes a significant contribution to how mobile literacies, and tablets in particular, are being conceptualised in literacy research. The book focuses on tablets, and particularly the iPad, as a prime example of mobile literacies, setting this within the broader context of literacy and mobility. The book provides inspiration and direction for future research in mobile literacies, based upon 16 chapters that investigate the relationship between tablets and literacy in diverse ways. Together they address the complex and multiple forces associated with the distribution of the technologies themselves and the texts they mediate, and consider how apps, adults and children work together as iPads enter the mesh of practices and material arrangements that constitute the institutional setting.

Emma Gatewood was the first woman to hike the entire Appalachian Trail alone, as well as the first person—man or woman—to walk it twice and three times and she did it all after the age of 65. This is the first and only biography of Grandma Gatewood, as the reporters called her, who became a hiking celebrity in the 1950s and '60s. She appeared on TV with Groucho Marx and Art Linkletter, and on the pages of Sports Illustrated. The public attention she brought to the little-known footpath was unprecedented. Her vocal criticism of the lousy, difficult stretches led to bolstered maintenance, and very likely saved the trail from extinction. Author Ben Montgomery was given unprecedented access to Gatewood's own diaries, trail journals, and correspondence. He also unearthed historic newspaper and magazine articles and interviewed surviving family members and hikers Gatewood met along the trail. The inspiring story of Emma Gatewood illustrates the full power of human spirit and determination.

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