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STEM Integration in K-12 Education examines current efforts to connect the STEM disciplines in K-12 education. This report identifies and characterizes existing approaches to integrated STEM education, both in formal and after- and out-of-school settings. The report reviews the evidence for the impact of integrated approaches on various student outcomes, and it proposes a set of priority research questions to advance the understanding of integrated STEM education. STEM Integration in K-12 Education proposes a framework to provide a common perspective and vocabulary for researchers, practitioners, and others to identify, discuss, and investigate specific integrated STEM initiatives within the K-12 education system of the United States. STEM Integration in K-12 Education makes recommendations for designers of integrated STEM experiences, assessment developers, and researchers to design and document effective integrated STEM education. This report will help to further their work and improve the chances that some forms of integrated STEM education will make a positive difference in student learning and interest and other valued outcomes.

How to Teach Non-Fiction Writing at Key Stage 3 is a practical manual to help teachers of 11-14 year-olds to focus on key aspects of developing their pupil's non-fiction writing. The book presents a clear teaching sequence that emphasizes the link between reading and writing, and can raise pupil's attainment levels in both areas. Practical writing workshops focus on the six main types of non-fiction as defined in the NLS Framework for Year 7: information, recount, explanation, instruction, persuasion and discussion texts. Each workshop includes photocopiable sample texts, instructions for teachers, and tasks for pupils to complete. With advice on how to make best use of a writing journal, and how to progress in sentence construction - how to make sentences more flexible and better adapted to purpose - the book is a practical and immediately useful resource for KS3 teachers.

This book looks at the purpose and pedagogy of STEM teaching and explores the ways in which STEM subjects can interact in the curriculum to enhance student understanding, achievement and motivation. By reaching outside their own classroom, teachers can collaborate across STEM subjects to enrich learning and help students relate school science, technology and maths to the wider world. Packed with ideas and practical details for teachers of STEM subjects, the new revised edition of this book: ? considers what the STEM subjects contribute separately to the curriculum and how they relate to each other in the wider education of secondary school students; ? describes and evaluates different curriculum models for STEM; ? suggests ways in which a critical approach to the pedagogy of the classroom, laboratory and workshop can support and encourage all pupils to engage fully in STEM; ? addresses the practicalities of introducing, organising and sustaining STEM-related activities in the secondary school; ? looks to ways schools can manage and sustain STEM approaches in the long-term. This new revised edition is essential reading for trainee and practising teachers, those engaged in further professional development and all who wish to make the learning of science, technology, engineering and mathematics an interesting, motivating and exciting experience for their students.

Big ideas in the mathematics curriculum for older school students, especially those that are hard to learn and hard to teach, are covered in this book. It will be a first port of call for research about teaching big ideas for students from 9-19 and also has implications for a wider range of students. These are the ideas that really matter, that students get stuck on, and that can be obstacles to future learning. It shows how students learn, why they sometimes get things wrong, and the strengths and pitfalls of various teaching approaches. Contemporary high-profile topics like modelling are included. The authors are experienced teachers, researchers and mathematics educators, and many teachers and researchers have been involved in the thinking behind this book, funded by the Nuffield Foundation. An associated website, hosted by the Nuffield Foundation, summarises the key messages in the book and connects them to examples of classroom tasks that address important learning issues about particular mathematical ideas.

This book discusses key aspects of life in schools and classrooms, and surveys the changes that have occurred over the years in educational research, policy making and practice in these school and classroom settings. It not only examines cutting-edge research in these areas, but also showcases good practices in the field. Among the topics reviewed are recent developments in assessment, methods for collecting and analysing data on classroom practice, school leadership and the pros and cons of class size and small-class teaching; topics which are currently hotly debated in education systems around the globe. As such, the book objectively examines the various debates, and surveys the full range of evidence available. Education researchers, policy makers and practitioners often hold differing views about the reasons for teacher and student behaviour in classrooms and, for example, its relevance to class size. Many of these views are based on 'gut feelings' rather than hard evidence. Unfortunately, these three groups, with differing perspectives, often 'talk past each other' rather than engage in a productive, mutually beneficial dialogue. The book builds an effective bridge between researchers, policy makers and practitioners regarding the impact of these various aspects of classroom life, so that the viewpoints of each can be carefully considered and evaluated.

The authors of this book offer practical help to teachers in making day-to-day provision for the able in their classroom. Designed mainly for secondary teachers, teacher educators and senior managers, the book draws together a range of good practice in provision for the most able across all national curriculum subjects. The recommendations for classroom practice are underpinned by sound theoretical perspectives and provide a framework for teachers to evaluate and develop their own provision for able pupils.

Teaching Mathematics is nothing less than a mathematical manifesto. Arising in response to a limited National Curriculum, and engaged with secondary schooling for those aged 11 ? 14 (Key Stage 3) in particular, this handbook for teachers will help them broaden and enrich their students' mathematical education. It avoids specifying how to teach, and focuses instead on the central principles and concepts that need to be borne in mind by all teachers and textbook authors—but which are little appreciated in the UK at present.This study is aimed at anyone who would like to think more deeply about the discipline of 'elementary mathematics', in England and Wales and anywhere else. By analysing and supplementing the current curriculum, Teaching Mathematics provides 'food for thought' for all those involved in school mathematics, whether as aspiring teachers or as experienced professionals. It challenges us all to reflect upon what it is that makes secondary school mathematics educationally, culturally, and socially important.

Praise for the first edition: "A detailed, comprehensive guide." - Times Educational Supplement. How to find work teaching English in Italy. A completely updated second edition of the highly acclaimed employment guide, expanded with a new chapter on teaching techniques. Numerous opportunities in universities, state schools, commercial language centers and private lessons, without any need for teacher training. The author is an American who has 20 years experience teaching in Italy, and reveals everything you need to know with step-by-step instructions on obtaining a visa, finding employers, avoiding scams, etc. Includes the contact information of many schools in Italy that hire foreign teachers.

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