

# Effective Primary Teaching

**Research-based classroom strategies**

Paul Croll and Nigel Hastings

David Fulton Publishers

# Effective Primary Teaching

**Roger Smith**



## **Effective Primary Teaching:**

The Effective Primary School Classroom Joan Dean,2013-01-11 This book describes good practice in the primary school and offers advice particularly to beginning teachers and students It begins by considering the children their physical intellectual and emotional development and the development of their self image It makes suggestions about ways in which a teacher can assess a new class and stresses the importance of motivation and first hand experience The Effective Primary School Classroom covers all the issues teachers are faced with in their day to day work and includes chapters on managing time and space teaching and learning working in groups evaluation and record keeping classroom management working with support staff working with parents In addition there is discussion of ways of organising learning to help children acquire the learning set out in the National Curriculum Including case studies and suggestions for investigations this text is essential reading for student teachers about to begin school placements or newly qualified teachers just starting their first post More experienced teachers and teacher trainers will also find the book a useful resource

**Effective Primary Teaching** Paul Croll,Nigel Hastings,2013-11-26 First Published in 1996 This book is concerned with bringing the findings of educational research to bear on the practical problems faced by teachers in primary school classrooms We take as our starting point a number of claims which we shall develop in more detail through the book Teachers matter relationship between teaching behaviour and educational outcomes any attempt to improve education must be concerned with outcomes there is no single one best approach teaching situations have important aspects in common teaching is a thoughtful activity that demands considerable intellectual engagement and reflective and self critical analysis

**Building Skills for Effective Primary Teaching** Rachael Paige,Sue Lambert,Rebecca Geeson,2020-04-28 This books supports primary trainees to understand the complex nature of effective learning and teaching in primary schools It explores the key skills required helping trainees begin use them in their teaching reflect on their development of these skills with their mentors and evaluate their impact on learning This book supports and challenges primary trainee teachers and their mentors both school based and university SCITT based by offering a range of approaches strategies and perspectives to aspects of primary teaching This new edition Includes practical guidance for building resilience Explores the latest teaching approaches being trialed in schools Supports trainees to work with their in school mentor

What Makes a Good Primary School Teacher? Caroline Gipps,Eleanore Hargreaves,Bet McCallum,2020-09-23 A fascinating account of the range of teaching assessing and feedback strategies used by individual expert teachers The book describes the most common lesson patterns why and when they are used how teaching strategies are varied according to subjects how assessment and feedback information can encourage pupils to learn the differences in teaching seven year olds and eleven year olds

**The Most Effective Approaches to Teaching in Primary Schools** Stephen Gorard,Beng Huat See,Rebecca Morris,2016-09-22

*Building Skills for Effective Primary Teaching* Rachael Paige,Sue Lambert,Rebecca Geeson,2017-05-27 Supporting trainee teachers to understand the complex

nature of effective learning and teaching in primary schools A completely new book covering the key skills of primary teaching including teaching and learning reflective practice in teaching planning assessment behaviour engagement vulnerable groups professional responsibilities and relationships This book supports and challenges primary trainee teachers and their mentors both school based and university SCITT based by offering a range of approaches strategies and perspectives to aspects of primary teaching with learning and pupil progress as the focus It offers thought provoking activities case studies and reflection tasks for trainees and mentors and supports trainees working towards their professional development targets The text also explores less common themes such as question and dialogue EAL and teacher presence It helps trainees to understand and develop these skills and begin to use them in their teaching It then supports them in reflecting on their development of these skills and evaluating their impact on learning

Effective Classroom Practice  
Alison Kington, Pam Sammons, Eleanor Brown, Elaine Regan, James Ko, Scott Buckler, 2014-10-16

Effective Classroom Practice is an original and highly relevant book with unique messages relating to teaching quality and teacher standards Providing rigorous evidence and rich insights into teachers practices the authors identify important features of effective classroom practice including for example interactions with students the role of feedback the learning climate positive relationships planning and meeting student needs Moreover they explore a number of important influences on classroom practice and teachers work in terms of career phase teacher identity self efficacy and role of school support This in turn provides powerful evidence of the contextual complexities of teachers classroom practice The book further highlights the role of core classroom competencies in terms of organization and management pedagogical context knowledge innovative pedagogical skills and interpersonal qualities It also shows that these can be enacted differently by teachers in different sectors year groups subject groups and socio economic contexts This research evidence awarded an outstanding grade by the Economic and Social Research Council confirms that the concept of an effective teacher is a complex one Innovative and unique

Effective Classroom Practice offers a detailed and holistic understanding of the influences that shape teacher effectiveness making it a significant text for teachers school leaders researchers teacher educators and policy makers

Improving Children's Learning  
Joan Dean, 2003-09-02

How can teachers improve what they do in the primary classroom Which teaching methods will help you and your pupils to perform effectively These are the questions that every teacher will be asking him or herself in today's climate of targets and tables Much research over recent years has focused on the role of the teacher and how effective classroom practice is achieved The book discusses many areas of topical importance including teaching methods motivating learners and matching work to children how to structure children's learning classroom control and organisation teaching literacy teaching children with special education needs working with parents It also looks at the increasing role of the teacher as a researcher and how collaborative practices are providing a way for teachers to appraise both their own progress and that of their colleagues This book should be of particular interest to the classroom teacher who is looking for

ways to develop his or her teaching but has limited time to explore the research It sets out to translate the findings of research into practical terms which teachers can easily use

**Teaching Literacy Effectively in the Primary School** David Wray,2002 This book discusses the implications arising from the authors research into what constitutes an effective teacher of literacy They have been able to identify what effective teachers know understand and do which enable them to put effective teaching of literacy into practice in the primary phase By identifying the strategies used by these teachers the authors show how these can be applied by other primary teachers to improve their teaching of literacy

*Creating the Effective Primary School* Roger Smith,2003-12-16 A key role for primary school leaders is to develop strategies for promoting and ensuring high quality learning This practical and accessible handbook has been written by an experienced primary leader and will offer anyone seeking guidance on creating or maintaining a more effective primary school with a valuable and friendly resource Extensive coverage in this book includes using organisation and leadership to create a positive ethos developing good relationships and creating teams managing the curriculum and raising pupil achievement the role of targets and planning in raising achievement fostering successful teaching and good classroom management and relationships working with the inspection process performance management dealing effectively with stress and time management

Launching the new Kogan Page Primary Essentials series this book will be welcomed by any primary leader who is seeking to develop their pupil s and their school s strengths and expectations

**Science in Primary Schools: Examining the Practices of Effective Teachers** Angela Fitzgerald,2012-10-19 If the status and quality of science education in schools is to improve efforts need to be made to better understand the classroom practices of effective science teachers Teachers are key players in a re imagining of science education This book explores how two primary school teachers identified as effective practitioners approached science teaching and learning over a unit of work In recording the teaching and learning experiences in their classrooms the author highlights how the two teachers adopted different approaches drawing on their particular beliefs and knowledge to support student learning in science in ways that were appropriate to their contexts as well as reflected their different experiences strengths and backgrounds Through sharing their stories this book illustrates that due to the complex nature of teaching and learning there is no one way of defining effectiveness In documenting this research it is hoped that other teachers and teacher educators will be inspired to think about primary school science education in innovative ways

*Assessing Teacher Effectiveness* Jim Campbell,Leonidas Kyriakides,Daniel Muijs,Wendy Robinson,2012-10-12 How can we really evaluate teacher effectiveness Systems of teacher appraisal and evaluation are being created across the world in order to monitor and assess teacher performance But do the models used really give a fair evaluation Based on international research the authors argue that teacher effectiveness is too narrowly conceptualised and methods of measuring it are not attuned to the real contexts in which teachers work They propose a model of differential teacher effectiveness which takes into account that teachers may be more effective with some categories of students than

with others teachers may be more effective with some teaching contexts than others teachers may be more effective with some subjects or components than with others Building on and developing previous research on models of teacher effectiveness and current theories the authors open up possible new debates which will be of interest to academics and researchers working in this area throughout the world *Effective Primary Teaching Research - Based Classroom Strategies* Croll,2000-03 Getting Evidence into Education Stephen Gorard,2020-03-31 Worldwide there has been considerable progress in the quality of research evidence generated for use in education but not the equivalent growth in knowledge of how best to get this evidence into actual use Yet with far reaching implications all of education is damaged when persuasive but poor quality evidence has widespread influence or good research lies unused Focused on the work of the Durham University Evidence Centre for Education *Getting Evidence into Education* addresses this problem examining what can be done to improve the take up of suitable research evidence and inform the public service of education Containing a variety of case studies from evidence based policies for early childhood education in Brazil to the use of evidence on contextualized admissions to Scottish universities the volume explores a variety of different ways to approach the problem addressing the questions What is the existing evidence on different approaches to getting research evidence into use What are the factors which influence the uptake of high quality research evidence by policy or practice Which are the most effective pathways for evidence into use in particular contexts Considering both the practical and ethical implications the book builds towards key recommendations for the research community practitioner bodies and policy makers and advisors directing them on how to communicate better with each other for the benefit of everyone **Departments of Labor, Health and Human Services, Education, and Related Agencies, Appropriations for Fiscal Year 1982** United States. Congress. Senate. Committee on Appropriations. Subcommittee on Departments of Labor, Health and Human Services, Education, and Related Agencies,1981 **New Paradigm for Re-engineering Education** Yin Cheong Cheng,2006-01-17 In response to the challenges of globalization and local development educational reforms are inevitably becoming one of the major trends in the Asia Pacific Region or other parts of the world Based on the most recent research and international observations this book aims to present a new paradigm including various new concepts frameworks and theories for reengineering education This book has 21 chapters in three sections Section I New Paradigm of Educational Reform containing eight chapters illustrates the new paradigm and frameworks of reengineering education fostering human development and analysing reform policies and also discusses the trends and challenges of educational reforms in the Asia Pacific Region Section II New Paradigm of Educational Leadership with five chapters aims to elaborate how the nature role and practice of school leadership can be transformed towards a new paradigm and respond to the three waves of education reforms Section III Reengineering School Management for Effectiveness with eight chapters aims to provide various practical frameworks for reengineering school management processes and implementing changes in school practices The Effective

Primary Classroom David Clegg, Shirley Billington, 1994      Official Report National Education Association of the United States. Department of Superintendence, 1902      California Exchange Bulletin in Rural Education California. Division of Rural Education, 1927      **The Journal of Proceedings and Addresses of the National Educational Association** National Educational Association (U.S.), 1902

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## **Table of Contents Effective Primary Teaching**

1. Understanding the eBook Effective Primary Teaching
  - The Rise of Digital Reading Effective Primary Teaching
  - Advantages of eBooks Over Traditional Books
2. Identifying Effective Primary Teaching
  - Exploring Different Genres
  - Considering Fiction vs. Non-Fiction
  - Determining Your Reading Goals
3. Choosing the Right eBook Platform
  - Popular eBook Platforms
  - Features to Look for in an Effective Primary Teaching
  - User-Friendly Interface
4. Exploring eBook Recommendations from Effective Primary Teaching
  - Personalized Recommendations
  - Effective Primary Teaching User Reviews and Ratings

- Effective Primary Teaching and Bestseller Lists
- 5. Accessing Effective Primary Teaching Free and Paid eBooks
  - Effective Primary Teaching Public Domain eBooks
  - Effective Primary Teaching eBook Subscription Services
  - Effective Primary Teaching Budget-Friendly Options
- 6. Navigating Effective Primary Teaching eBook Formats
  - ePub, PDF, MOBI, and More
  - Effective Primary Teaching Compatibility with Devices
  - Effective Primary Teaching Enhanced eBook Features
- 7. Enhancing Your Reading Experience
  - Adjustable Fonts and Text Sizes of Effective Primary Teaching
  - Highlighting and Note-Taking Effective Primary Teaching
  - Interactive Elements Effective Primary Teaching
- 8. Staying Engaged with Effective Primary Teaching
  - Joining Online Reading Communities
  - Participating in Virtual Book Clubs
  - Following Authors and Publishers Effective Primary Teaching
- 9. Balancing eBooks and Physical Books Effective Primary Teaching
  - Benefits of a Digital Library
  - Creating a Diverse Reading Collection Effective Primary Teaching
- 10. Overcoming Reading Challenges
  - Dealing with Digital Eye Strain
  - Minimizing Distractions
  - Managing Screen Time
- 11. Cultivating a Reading Routine Effective Primary Teaching
  - Setting Reading Goals Effective Primary Teaching
  - Carving Out Dedicated Reading Time
- 12. Sourcing Reliable Information of Effective Primary Teaching
  - Fact-Checking eBook Content of Effective Primary Teaching
  - Distinguishing Credible Sources

- 
13. Promoting Lifelong Learning
    - Utilizing eBooks for Skill Development
    - Exploring Educational eBooks
  14. Embracing eBook Trends
    - Integration of Multimedia Elements
    - Interactive and Gamified eBooks

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