

Passende Perspectieven Met Maatwerk Rekenen

The teacher's role is changing rapidly throughout the world. Traditional ways of working as a teacher are being challenged and teachers are faced with new areas of expertise they need to manage as educational professionals. These characteristics, challenges, and changes in the teacher's role have been identified internationally and are both conceptual and practical. Teachers' work now includes much more than teaching in classrooms, but has expanded to designing new learning environments, collaboration and networking with others and mentoring colleagues. This book addresses the importance of considering these issues, researching them, and emphasising the importance of actively influencing and protecting the importance of the teacher role.

Achievement assessment has undergone a major shift, from what some call a 'culture of testing' to a 'culture of assessment'. Nowadays, a strong emphasis is placed on the integration of assessment and instruction, on assessing processes rather than just products, and on evaluating individual progress relative to each student's starting point. This book addresses assessment issues in light of the present state of affairs. The first part discusses new alternatives in the assessment of achievement in various subject areas, focusing on agenda, practice, impact and evaluation of the assessment. The second part deals with issues related to assessment of the learning process, specifically: questions concerning the assessment of individual differences in prior knowledge, learning skills and strategies.

How are curriculum policies translated into opportunities to learn in the classroom? According to the Book presents findings from the largest cross-national study of textbooks carried out to date - the curriculum analysis of the 1995 Third International Mathematics and Science Study (TIMSS). This study included a detailed, page-by-page, inventory of the mathematics and science content, pedagogy, and other characteristics collected from hundreds of textbooks in over forty countries. Drawing on these data, the authors investigate the rhetorical and pedagogical features of textbooks to understand how they promote and constrain educational opportunities. They investigate how textbooks are constructed and how they structure diverse elements into prescriptions for teaching practice. The authors break new ground in understanding textbooks in terms of different educational opportunities that they make possible. The book examines policy implications from these new understandings. In particular, conclusions are offered regarding the role of textbooks in curriculum-driven educational reform, in light of their role as promoters of qualitatively distinct educational opportunities.

From Inclusion to Engagement challenges the ideologically driven academic discourse that has come to dominate inclusive education by presenting research-based knowledge about what actually works. Presents an innovative approach rooted in a biopsychosocial theoretical perspective - an approach that is still relatively misunderstood within the educational sphere Offers insights based on an extensive review of contemporary international research in the field Avoids the biases of ideology in favour of science-based social and educational outcomes The first comprehensive account of evidence-based interventions for students with Social, Emotional and Behavioural Difficulties

A Synthesis of Over 800 Meta-Analyses Relating to Achievement

Competentie-ontwikkelend Onderwijs

Enhancing Teaching and Learning in the Dutch Vocational Education System

Making Revolutionary Changes in Teaching and Learning

Perspectives on Educational Quality

Developing Connectivity between Education and Work

Using TIMSS to investigate the translation of policy into practice through the world of textbooks

“Make sure your students follow your instructions.” That sounds like a straightforward instruction, but in fact, it’s fairly abstract. What does a teacher actually have to do to make sure students are following? Even the leader delivering this direction may not know, and the first-year teacher almost certainly doesn’t. The vast majority of teachers are only observed one or two times per year on average—and even among those who are observed, scarcely any are given feedback as to how they could improve. The bottom line is clear: teachers do not need to be evaluated so much as they need to be developed and coached. In *Get Better Faster: A 90-Day Plan for Coaching New Teachers*, Paul Bambrick-Santoyo shares instructive tools of how school leaders can effectively guide new teachers to success. Over the course of the book, we break down the most critical actions leaders and teachers must enact to achieve exemplary results. Designed for coaches as well as beginning teachers, *Get Better Faster* is an integral coaching tool for any school leader eager to help their teachers succeed. It’s the book’s focus on the actionable—the practice-able—that drives effective coaching. By practicing the concrete actions and micro-skills listed here, teachers will markedly improve their ability to lead a class, producing a steady chain reaction of future teaching success. Though focused heavily on the first 90 days of teacher development, it’s possible to implement this work at any time. New and old teachers alike can benefit from the guidance of *Get Better Faster* and close their existing instructional gaps. Packed with practical training tools, including agendas, presentation slides, a coach’s guide, handouts, planning templates, and 35 video clips of real teachers at work, *Get Better Faster* will teach you: The core principles of coaching: Go Granular, Make Feedback More Frequent, Top action steps to launch a teacher’s development in an easy-to-read scope and sequence guide The four phases of skill building: Phase 1 (Pre-Teaching): Dress Rehearsal Phase 2: Instant Immersion Phase 3: Getting into Gear Phase 4: The Power of Discourse

This book provides a review of the effectiveness of Opportunity to Learn (OTL) operationalized as the association between OTL and student achievement. In addition, it presents an elaborate conceptual map in which OTL is regarded as part of a larger concept of curriculum alignment. Major components of this framework are national goals and standards, school curricula, formative tests, textbooks, actual delivery of content as part of teaching, and summative tests and examinations. Alignment between educational goals, intended and implemented curricula, and educational outcomes is considered an important prerequisite for effective education. The expectation is that better alignment leads to better student performance. The concept of OTL is commonly used to compare content covered, as part of the implemented curriculum, with student achievement. As such it is to be seen as a facet of the broader concept of “alignment”. As it comes to enhancing OTL in educational policy and practice, proactive curriculum development is compared to a more retroactive orientation. Legitimate forms of test and examination preparation belong to this retroactive orientation, and are seen as favorable conditions for optimizing OTL. This book reviews the research evidence on the effects of OTL on student achievement by means of detailed descriptions of key-empirical studies, a review of meta-analyses, a “vote count” syntheses of 51 empirical studies, conducted between 1995 and 2015, and a secondary analysis based on TIMSS 2011, and PISA 2012 data. It concludes that the effect size of OTL, at about .30, is modest, but comparable in size to other effectiveness-enhancing conditions in schooling. The final chapter of the book provides suggestions for educational policy and practice to further optimize OTL. /div

We constantly hear cries from politicians for teachers to have high expectations. But what this means in practical terms is never spelled out. Simply deciding that as a teacher you will expect all your students to achieve more than other classes you have taught in the same school, is not going to translate automatically into enhanced achievement for students. *Becoming a High Expectation Teacher* is a book that every education student, training or practising teacher, should read. It details the beliefs and practices of high expectation teachers - teachers who have high expectations for all their students - and provides practical examples for teachers of how to change classrooms into ones in which all students are expected to learn at much higher levels than teachers may previously have thought possible. It shows how student achievement can be raised by providing both research evidence and practical examples. This book is based on the first ever intervention study in the teacher expectation area, designed to change teachers’ expectations through introducing them to the beliefs and practices of high expectation teachers. A holistic view of the classroom is emphasised whereby both the instructional and socio-emotional aspects of the classroom are considered if teachers are to increase student achievement. There is a focus on high expectation teachers, those who have high expectations for all students, and a close examination of what it is that these teachers do in their classrooms that mean that their students make very large learning gains each year. *Becoming a High Expectation Teacher* explores three key areas in which what high expectation teachers do differs substantially from what other teachers do: the way they group students for learning, the way they create a caring classroom community, and the way in which they use goalsetting to motivate students, to promote student autonomy and to promote mastery learning. Areas covered include:- Formation of teacher expectations Teacher personality and expectation Ability grouping and goal setting Enhancing class climate Sustaining high expectations for students *Becoming a High Expectation Teacher* is an essential read for any researcher, student, trainee or practicing teacher who cares passionately about the teacher-student relationship and about raising expectations and student achievement.

Creativity and critical thinking are key skills for complex, globalised and increasingly digitalised economies and societies. While teachers and education policy makers consider creativity and critical thinking as important learning goals, it is still unclear to many what it means to develop these skills in a school setting. To make it more visible and tangible to practitioners, the OECD worked with networks of schools and teachers in 11 countries to develop and trial a set of pedagogical resources that exemplify what it means to teach, learn and make progress in creativity and critical thinking in primary and secondary education.

World Class Learners

How to Evaluate for Improvement and Accountability

What it Means in School

Aspire High

Report to the Secretary of State on the review of elective home education in England

Emotional and Behavioural Difficulties in Mainstream Schools

From Inclusion to EngagementHelping Students Engage with Schooling through Policy and PracticeJohn Wiley & Sons

Very few designers of this century-- a century dominated by specialization and fragmentation-- can be called universal, but Santiago Calatrava is one of these few. In his numerous buildings, engineering projects, sculptures, and furniture designs, this Spanish architect whose practice is based in Switzerland has developed a unique poetics of morphology that overlaps structure and movement. Combining art and science, technology and architecture, Calatrava's bridges and buildings create a sublime elegance in their urban contexts. With dynamic curves, leaning vertical elements, and mechanically operable roofs, they embody potential motion. In this book, Alexander Tzonis explores Calatrava's "poetics of movement" not only in the architect's large-scale work, but also in his drawings and sculptures. The book features thirty-five projects, fully documented with photographs, drawings, and sketches. Included are Calatrava's most recent works-- the Milwaukee Art Museum Addition and the Orient Station in Lisbon-- and his best known, from the Montjuic Tower to the Alameda Bridge.

Sometimes within an organization, condensed periods of growth and innovation occur. For a short period of time, new ideas flow freely and cooperation and success attain levels that exceed all expectations. These periods are called " hot spots." This book takes a detailed look at how and why hot spots happen, and shows that it's possible to create them. In order to do so, entrenched rules about command and control must be discarded, since hot spots can't be commanded, nor can they be controlled. Instead, they are a naturally emerging phenomena. But, that doesn't mean that organizations have to wait for them to arise. Gratton offers techniques and strategies that can create a more productive environment, one in which hot spots are anticipated, recognized, and embraced -- an environment that carries the organization beyond its pre-set goals and boundaries and to new levels of growth and energy.

Demonstrates that an innate sense of numbers is as integral to the makeup of the human brain as the sense of language, arguing that there is a math gene and that mathematics is fundamental to human nature

Illustrative Outcomes on Primary and Secondary Schooling in the Netherlands

Classroom Assessment Scoring System (CLASS) Manual, Toddler

According to the Book

A Guide to Theory and Research

Pedagogy for Performance, Participation and Enjoyment

Helping Students Engage with Schooling through Policy and Practice

The Cybernetics of Human Learning and Performance

"The book's chapters provide background on how and why the CIPP (Context, Input, Process, Product) Model was developed; a detailed presentation of the model; an explanation of the key role of an evaluation-oriented leader, who can decide what and when to evaluate; detailed presentations on evaluation design, budgeting, and contracting; procedures and tools for collecting, analyzing, and reporting evaluation information; and procedures for conducting standards-based meta-evaluations (evaluations of evaluations). These topics are interspersed with illustrative evaluation cases in such areas as education, housing, and military personnel evaluation"--

This publication assesses progress towards Sustainable Development Goal 4 (SDG 4) on education and its ten targets, as well as other related education targets in the SDG agenda. It addresses inclusion in education, drawing attention to all those excluded from education, because of background or ability. The report is motivated by the explicit reference to inclusion in the 2015 Incheon Declaration, and the call to ensure an inclusive and equitable quality education in the formulation of SDG 4, the global goal for education. It reminds us that, no matter what argument may be built to the contrary, we have a moral imperative to ensure every child has a right to an appropriate education of high quality.

On 19 January 2009 Graham Badman - former Director of Children's Services in Kent - was asked to carry out a review of elective home education in England. The terms of reference for the review emphasised the Government's recognition of parents' well established right to educate their children at home. They also set out the pre-eminent right of the child to receive a suitable education in a safe environment. While around 20,000 children are already registered, the actual number being home educated is unknown and could be more than double this number. The key recommendations include: (1) that local authorities should provide more support to home educating families, eg. through helping provide access to the national examination system, sports facilities, libraries and music tuition; (2) a compulsory annual registration scheme, in which all parents who plan to home educate have to inform their local authority; While around 20,000 children are already registered, the actual number being home educated is unknown and could be more than double this number; (3) at the time of registration, parents being asked to submit a statement of their intended approach to the child's education including what they aim to achieve over the following 12 months; (4) giving properly trained local authority officials the right of access to the home, following a minimum two week notification to the parents, allowing them to check that the child is making progress against their learning statement; they will also have the right to speak to the child, to ensure they are safe and well after which a written report must then be produced and shared with the parents and child; and (4) that local authorities can refuse registration to home educate if there is clear evidence of safeguarding concerns.

The quality of education is a term that is frequently used in public debates. Understood in the sense of education being “ generally okay ” , or rather, most frequently, as “ not okay ” . Perhaps there is an overruling nostalgic view that formerly education was better than today. In scholarly discourse there are those who maintain that the quality of education is an illusive term, with varying interpretations in different settings and by different stakeholders. In this book the complexity of the concept of education quality is recognized, but a conceptual framework is presented that makes quality, despite its complexity, amenable to rational and empirical analysis. Productivity, equity, effectiveness, efficiency and responsiveness of education systems are seen as key facets of quality. A concrete set of indicators is presented that makes for the measurement of these quality facets. In the second part of the book the quality framework is applied to an analysis of the quality of education in the Netherlands. Common sense in the Netherlands is dominated by the view that the quality of education is a course for serious concern. Some recent quality reviews take the same pessimistic outlook. However, the current overview of indicators on the Dutch system, seen from an international perspective, presents a picture that is much more positive. Still there is always room for improvement, in the case of the Netherlands this should probably be sought in diminishing the selectivity of the system as a way to improve participation in higher education.

Linear Lie Groups

Make Room to Experiment, Innovate, and Learn

A Research Review

Institute of Brilliant Failures

International Handbook of Technology Education

Een Verkenning

Social Science Research and Decision-making

Looking for advice and guidance on how to implement differentiated instruction throughout your school? Learn from the experts. Administrators and teachers alike will find viable ideas and answers to questions as leaders at two schools share milestones and vignettes from their real-life experiences in converting entire faculties to this dynamic approach to teaching and learning. The authors balance broadly applicable guidance with specific illustrations of how two schools—a middle-income elementary school and a mixed-income high school—experienced the change process in dramatically different ways. In both instances, the new approach to teaching and learning had sweeping, positive results for staff and students. Carol Ann Tomlinson, Kay Brimjoin, Kay Narvaez have combined their expertise with differentiation in schools—including professional development, research, leadership, coaching, and teaching—to highlight factors that contributed to the continuing success of school reinvention efforts such as *Approaching change with the particular school culture in mind. *Leading a staff toward change with appropriate pushes, pauses, and acknowledgments. *Fostering continued growth in understanding and skill with differentiation in the classroom. *Encouraging teachers to reinforce one another's strengths. *Monitoring progress toward expanded flexibility in instructional approaches. *Nurturing teacher leaders who can sustain the effort beyond one principal's tenure. *Providing strong support and role models for deep and broad changes in the school's teaching practices and learning potential. Every educator seeking to move beyond isolated efforts to differentiate instruction will find practical support and inspiration in this book. At the same time, you'll gain understanding about the key characteristics needed for deep, lasting instructional change that taps into the learning potential of all students in your classrooms and schools.

This first volume in the International Technology Education Series offers a unique, worldwide collection of national surveys into the developments of Technology Education in the past two decades.

This pioneering book reveals how the music classroom can draw upon the world of popular musicians' informal learning practices, so as to recognize and foster a range of musical skills and knowledge that have long been overlooked within music education. It investigates how far informal learning practices are possible and desirable in a classroom context; how they can affect young teenagers' musical skill and knowledge acquisition.

Education is threatened on a global scale by forces of neoliberalism, through high stakes accountability, privatization and a destructive language of learning. In all respects, a GERM (Global Education Reform Movement) has erupted from international benchmark rankings such as PISA, TIMSS and PIRL, causing inequity, narrowing of the curriculum and teacher deprofessionalization on a truly global scale. In this book, teachers from around the world and other educational experts such as Andy Hargreaves, Ann Lieberman, Stephen Ball, Gert Biesta, Tom Bennett and many more, make the case to move away from this uneducational economic approach, to instead embrace a more humane, more democratic approach to education. This approach is called 'flipping the system', a move that places teachers exactly where they need to be - at the steering wheel of educational systems worldwide. This book will appeal to teachers and other education professionals around the world.

How Every Brain is Hardwired for Math

Alternatives in Assessment of Achievements, Learning Processes and Prior Knowledge

The CIPP Evaluation Model

Music, Informal Learning and the School: A New Classroom Pedagogy

From Inclusion to Engagement

Moderating Focus Groups

Remaking the Way We Make Things

The Handbook of Accessible Achievement Tests for All Students: Bridging the Gaps Between Research, Practice, and Policy presents a wealth of evidence-based solutions designed to move the assessment field beyond “ universal ” standards and policies toward practices that enhance learning and testing outcomes. Drawing on an extensive research and theoretical base as well as emerging areas of interest, the volume focuses on major policy concerns, instructional considerations, and test design issues, including: The IEP team ’ s role in sound assessment. The relationships among opportunity to learn, assessment, and learning outcomes. Innovations in computerized testing and the “ 6D ” framework for standard setting. Legal issues in the assessment of special populations. Guidelines for linguistically accessible assessments. Evidence-based methods for making item modifications that increase the validity of inferences from test scores. Strategies for writing clearer test items. Methods for including student input in assessment design. Suggestions for better measurement and tests that are more inclusive. This Handbook is an essential reference for researchers, practitioners, and graduate students in education and allied disciplines, including child and school psychology, social work, special education, learning and measurement, and education policy.

Future-oriented education needs to invest in the connectivity between learning and working in order to realise its full potential. This book presents guiding principles on how to build these successful connections. By taking an educational perspective and enriching it with insights from human resource development, this book explores the why, how and what of designing for connectivity. This edited volume presents the current knowledge about educational practices and principles that help to realise connectivity between learning and working experiences. Introducing the central perspectives of workplace learning and learning environments at the boundary of school and work, this book presents key research that examines how educators and professionals from organisations and schools can come together with the purpose of realising connectivity in educational programmes. Empirical research showcasing both theoretical and practical insights from real life cases are at the heart of this book. Considering the barriers to achieving connectivity, this book also focuses on how it can be achieved, with ideas and guidance about communication, design principles and best practices. Using carefully chosen international examples, this book is ideal reading for policy makers, practitioners and researchers looking to learn more about connecting learning and working experiences.

'You can learn from your failures.' 'Entrepreneurship is trial and error.' These statements are hard to disagree with, but in reality it is not that simple. More than ever, we wish to be successful and erase all traces of mistakes and failures as soon as possible. This is not only a pity, but potentially dangerous as well, says professor Paul Louis Iske. Only when we dare to face what we do wrong can we make a thorough analysis and avoid unnecessary recurrence and disappointments. Fear of failure impedes creative thinking and innovation. This compelling book shows you how to develop a culture of openness in your organization and how failure paradoxically leads to significant progress. Institute of Brilliant Failures teaches you how to recognize recurring failing patterns at an early stage, how to harvest essential learnings and how to embrace uncertainty. Paul Louis Iske is professor of Open Innovation and Business Venturing at the School of Business and Economics, Maastricht University (the Netherlands) and Extraordinary Professor of Knowledge Management at Stellenbosch University (South Africa). He is Chief Failure Officer (CFO) at the Institute of Brilliant Failures, and a sought-after international consultant in the areas of innovation, sustainable business models, creativity and knowledge management.

Designed specifically for the needs of the focus group moderator, this comprehensive guide covers everything from pre-session participant recruitment to post-session reporting. In addition, the author includes a wealth of advanced and new techniques, such as those for managing group dynamics, energizing a tired group, projective techniques, personality association and position fixing. Extremely practical and well-written, the book includes chapter summaries and a helpful glossary.

Reforms Enacted

Changing Education from the Ground Up

A Practical Guide for Group Facilitation

Opportunity to Learn, Curriculum Alignment and Test Preparation

Flip the System

The Poetics of Movement

The Differentiated School

This book discusses how the Dutch vocational education system has undergone significant waves of reform driven by global imperatives, national concerns and governmental policy goals. Like elsewhere, the impetuses for these reforms are directed to generating a more industry-responsive, locally-accountable and competence-based vocational education system. Each wave of reforms, however, has had particular emphases, and directed to achieve particular policy outcomes. Yet, they are more than mere versions of what had or is occurring elsewhere. They are shaped by specific national imperatives, sentiments and localised concerns. Consequently, whilst this book elaborate what constitutes the contemporary provision of vocational education in the Netherlands also addresses a broader concern of how vocational education systems become formed, manifested within nation states, and then are transformed through particular imperatives, institutional arrangement and localised factors. So, the readers of this book whilst learning much about the Dutch vocational education system will also come to identify and engage with a selection of contributions that inform factors that situate, shape and transform vocational education systems. Such a focus seems important given an era when there are concerns to standardise and make uniform educational provisions, often for administrative or political imperatives. As such, this book will be of interest not only to those who are engaged in the field of vocational education, but those with an interest in educational policy, practice and comparative studies.

Following the Salamanca agreement and other international treaties, the contributors to this volume draw upon research and practice in a number of countries to describe advances in meeting the needs of children and young people with emotional and behavioural difficulties.

Includes Dimensions overview fold-out laminated sheet (28 x 60 cm.)

The ideal school is closer than you think. This high school of your dreams is a dynamic place that promotes aspirations and meaningful learning—and each aspect of its success exists in a school today, drawn from research, observations, focus groups, and interviews. Whether you're a policymaker or district leader who can build from the ground up or an educator aiming for incremental change, you'll find your next steps, including: A whole new way to work with all stakeholders Research and action for best practices, from physical layout to curriculum Principles for designing practices that encourage student aspirations Messages from thought leaders inside and outside the field of education

Becoming a High Expectation Teacher

The State of the Art

Hot Spots

Santiago Calatrava

Educating Creative and Entrepreneurial Students

Handbook of Accessible Achievement Tests for All Students

School Choice and Competition: Markets in the Public Interest?

Linear Lie Groups

What is a sustainable career and how can individuals and organizations develop pathways that lead to them?É With current levels of global unemployment and the need for life-long learning and employability enhancement these questions assume a pressing s

inequality is a marked and persistent feature of education systems, both in the developed and the developing worlds. Major gaps in opportunity and in outcomes have become more critical than in the past, thanks to the knowledge economy and globalization.

The pursuit of equity as a goal of public policy is examined in this book through a series of national case-studies. The book covers many different global contexts from the wealthiest to some of the poorest nations on earth. It therefore offers a broad range of

different theoretical and methodological approaches, and brings together extensive international experience in equity policy.

Prepare your students for the globalized world! To succeed in the global economy, students need to function as entrepreneurs: resourceful, flexible and creative. Researcher and Professor Yong Zhao unlocks the secrets to cultivating independent thinkers who are willing and able to create jobs and contribute positively to the globalized society. This book shows how teachers, administrators and even parents can: Understand the entrepreneurial spirit and harness it Foster student autonomy and leadership Champion

inventive learners with necessary resources Develop global partners and resources

Cradle to Cradle

Handbook of Research on Sustainable Careers

Visible Learning

Get Better Faster

TIMSS 2011 International Results in Mathematics

Raising the bar

A 90-Day Plan for Coaching New Teachers

This book offers a unique record of the realities of parental choice and competitive pressures on schools. On the basis of research involving thousands of parents and eleven secondary schools monitored over several years, it sets out: * empirical findings on parents' preferences and experience of choice, how schools respond to competitive pressures, and local dynamics of quasi-markets * theoretical implications for understanding quasi-markets in education and the public interest * implications for educational policy, if schools are to be more responsive and inequalities lessened The book provides insights into whether pressures for choice and diversity are in the greater public interest, or if they benefit only the few, and suggests a notion of the public-market as a model for analysing public services.

This unique and ground-breaking book is the result of 15 years research and syntheses over 800 meta-analyses on the influences on achievement in school-aged students. It builds a story about the power of teachers, feedback, and a model of learning and understanding. The research involves many millions of students and represents the largest ever evidence based research into what actually works in schools to improve learning. Areas covered include the influence of the student, home, school, curricula, teacher, and teaching strategies. A model of teaching and learning is developed based on the notion of visible teaching and visible learning. A major message is that what works best for students is similar to what works best for teachers – an attention to setting challenging learning intentions, being clear about what success means, and an attention to learning strategies for developing conceptual understanding about what teachers and students know and understand. Although the current evidence based fad has turned into a debate about test scores, this book is about using evidence to build and defend a model of teaching and learning. A major contribution is a fascinating benchmark/dashboard for comparing many innovations in teaching and schools.

A manifesto for a radically different philosophy and practice of manufacture and environmentalism "Reduce, reuse, recycle" urge environmentalists; in other words, do more with less in order to minimize damage. But as this provocative, visionary book argues, this approach perpetuates a one-way, "cradle to grave" manufacturing model that dates to the Industrial Revolution and casts off as much as 90 percent of the materials it uses as waste, much of it toxic. Why not challenge the notion that human industry must inevitably damage the natural world? In fact, why not take nature itself as our model? A tree produces thousands of blossoms in order to create another tree, yet we do not consider its abundance wasteful but safe, beautiful, and highly effective; hence, "waste equals food" is the first principle the book sets forth. Products might be designed so that, after their useful life, they provide nourishment for something new—either as "biological nutrients" that safely re-enter the environment or as "technical nutrients" that circulate within closed-loop industrial cycles, without being "downcycled" into low-grade uses (as most "recyclables" now are). Elaborating their principles from experience (re)designing everything from carpeting to corporate campuses, William McDonough and Michael Braungart make an exciting and viable case for change.

The Routledge International Handbook of Social Psychology of the Classroom presents the first comprehensive and integrated compilation of theory and research on topics related to the social cohesion of the classroom. Many of these topics have been studied independently; for example, motivation, self-concept, class management, class climate, and teacher expectations are generally studied separately by different groups of researchers. This handbook brings the evidence from different fields in social psychological classroom research together in one place for the first time to explore how these topics relate and how each factor influences students and their learning. With chapters by established international leaders in their fields, as well as emerging new talent, this handbook offers cutting edge research and surveys the state of the art in the social psychology of the classroom. Major areas covered include: Motivation Belief, self-concept, and personality Emotional engagement Teacher/student relationships Teacher expectation Classroom management Culture and identity The Routledge International Handbook of Social Psychology of the Classroom provides a review of current theories related to the social psychology of the classroom, including how these theories apply to classrooms and learners. Current evidence clearly shows that areas explored by social psychology – and brought together for the first time in this volume – can have a very significant impact on classroom learning and student achievement (J. Hattie, Visible Learning: A Synthesis of over 800 Meta-Analyses Relating to Achievement, Routledge 2009). This handbook is a must for all academics whose research relates to the social psychology of the classroom. It is also an invaluable resource for teachers and teacher education students who want to understand why they are effective instructors and yet still encounter students in their classes who are not responding as expected.

Game Sense

Principles and Practices

Inclusion and Education - All Means All

International Studies in Educational Inequality, Theory and Policy

Global Education Monitoring Report 2020

Resources and Challenges Related to the Professional Work of Teaching

Why Some Teams, Workplaces, and Organizations Buzz with Energy - And Others Don't

Game Sense is an exciting and innovative approach to coaching and physical education that places the game at the heart of the session. It encourages the player to develop skills in a realistic context, to become more tactically aware, to make better decisions and to have more fun. Game Sense is a comprehensive, research-informed introduction to the Game Sense approach that defines and essential pedagogical theory, and that offers an extensive series of practical examples and plans for using Game Sense in real teaching and coaching situations. The first section of the book helps the reader to understand how learning occurs and how this informs player-centred pedagogy. It also explains the relationship between Game Sense and other approaches to Teaching Games for Understanding. The second section of the book demonstrates how the theory can be applied in practice, providing a detailed, step-by-step guide to using Game Sense in eleven sports, including soccer, basketball, field hockey and softball. No other book explores the Game Sense approach in such depth, or combines theory and innovative practical techniques. Game Sense is invaluable reading for all students of physical education or sports coaching, any in-service physical education teacher or any sports coach working with children or young people.

Routledge International Handbook of Social Psychology of the Classroom

What Counts

Bridging the Gaps Between Research, Practice, and Policy

Imagining Tomorrow's School Today

The Teacher's Role in the Changing Globalizing World

Educational Research and Innovation Fostering Students' Creativity and Critical Thinking What it Means in School