

Problems In Teaching Primary School Mathematics

This book reviews recent work in psychology which sheds new light on important areas of concern to primary school teachers, providing clear guidelines for good practice. The Psychology of Teaching and Learning in the Primary School details the current controversies regarding the effective teaching of reading and numeracy, how to deal with emotional and behavioural difficulties, the best methods of assessing learning, as well as teaching children to think and develop their creativity. It is a useful text for tutors and students on initial teacher training courses, and to teachers involved in professional development. Each chapter contains an editor's summary, a list of further reading, a full list of references and activities to develop and deepen the readers' understanding in each area. At the same time, the book is written in an accessible style ideal for the non-psychologist and is well illustrated with practical classroom examples.

Issues in Science Teaching covers a wide range of important issues which will interest teachers at all phases in the education system. The issues discussed include: the nature and purposes of science education in a multicultural society, including the idea of science for all the role and purposes of investigational work in science education assessment, curriculum progression and pupil attitudes to their science experience supporting basic skills development in literacy, numeracy and ICT, through science teaching supporting cross-curricular work through science teaching taking account of individual differences including ability, special needs, learning style and the case for inclusion The articles are strongly based on current research and are intended to stimulate and broaden debate among the readers. Written by practising science educators and teachers, this book offers new and interesting ways of developing science education at all levels.

The original edition of this book made accessible to primary school teachers and student teachers the means of putting many of the Elton Report's findings into practice. The author's philosophy on behavior management still stands, but the ideas have been revised and updated to take account of more recent thought about good practice in primary education and the management of schools today. The book suggests tried and tested strategies for forestalling behavior problems through thoughtful class management and lesson planning; responding positively to behavior incidents; communicating positive expectations; and enhancing pupil motivation. There are useful checklists throughout and material for experienced staff as well as for students and newly qualified teachers.

Written by a range of history professionals, including HMIs, this book provides excellent ideas on the teaching, learning and organization of history in primary and secondary schools.

This book explores how teachers can navigate the complex process of managing change within the classroom. The chapters highlight the new challenges that have arisen with the emergence and introduction of educational technology as teachers find themselves having to be responsive to the needs and demands of multiple stakeholders. Traversing a range of conceptual, disciplinary and methodological boundaries, the editors and contributors investigate the tensions that impinge on research-based change and how to integrate directed changes into their education system and classroom. Subsequently, this volume argues that posing these questions leads to increased understanding of the possible long term effects of educational change, and how teachers can know whether their solutions are effective.

"In Asia, English is no longer a foreign language but a key resource for education, government, business and the general public. Whereas thirty years ago, British and American experts believed that the best way to improve the quality of English teaching was to cancel any programs below the secondary level, Asian nations as well as European are now introducing English in primary school. But there are major obstacles to overcome: the training of enough local teachers or the hiring of English speakers, the preparation of suitable teaching materials, the development of useful tests, and the design of workable curriculums. The chapters in this book, written by leading English-teaching professionals in seven Asian countries and originally delivered at the 2010 annual conference of Asia TEFL which took place in Hanoi, Vietnam, describe and analyze national policies and how they are implemented. The coverage is wide: China with its huge number of students learning English, Japan working to make the transition from elementary to secondary school seamless, Singapore continuing to use English as medium of instruction for its multilingual population, Korea developing English education policies to recognize the increased role of English alongside the national language, India building on its colonial past to make English an economic resource, Vietnam fitting English into a program of national rebuilding, and Taiwan spreading its English teaching outside the national capital. This is not a report of the views of outside experts, but of local experiences understood by local scholars of international standing. Policy makers, educators, researchers and scholars will be able to gain valuable insights from Asian experts"--

This book is essential reading for students just beginning a career in primary school teaching. Written with the needs and questions of the new student teacher in mind, it covers the fundamental aspects of the job of the primary school teacher in an inspiring yet down-to-earth way. Each chapter covers a key issue in primary education. Becoming a Primary School Teacher is the perfect introductory text for the student teacher, helping them to prepare for their first school experience. It will also be of interest to more experienced teachers and teacher trainers.

This edited volume is a state-of-the-art comparison of primary science education across six East-Asian regions; namely, the People's Republic of China, Republic of Korea, Republic of China, Hong Kong SAR, Japan, and Singapore. While news of educational policies, classroom teaching, assessment, and other educational innovations here often surface in the international media, this book brings together for the first time relevant information regarding educational systems and strategies in primary science in East Asia. Above all, it is a readable yet comprehensive survey—readers would have an accurate sense of what has been accomplished, what has not worked so well, and what remains to be done. Invited experts in comparative education research and/or science education also provide commentary by discussing common themes across the six regions. These types of critical synoptic reviews add much value by enabling readers to understand broad commonalities and help synthesize what must surely be a bewildering amount of very interesting albeit confusing body of facts, issues, and policies. Education in East Asia holds many lessons (both positive and negative) to offer to the rest of the world to which this volume is a timely contribution to the literature. The first part of the book discusses aims, who should determine them and how they might be determined. The second part discusses some more specific topics of learning and teaching, such as learning how to learn, the integrated day and the use of competition. The author distinguishes three broad levels of thought in looking at schools: the details of choice and decision; the general principles which are, or ought to be, guiding that detailed practice; and the theoretical commentaries on the guiding principles available from the various disciplines which constitute the study of education.

Teaching is a complex process which involves the development and utilization of subject knowledge and teaching skills. Containing reflective and practical skills, this book supports such development, focusing specifically on teaching skills, considering what they are, how they develop and how they differ between age and subject. The book contains three sections – Planning, Doing and Reviewing - which demonstrate effective classroom practice. It uses examples of practitioners at different stages of their professional development to link theory and practice, and includes discussions on contemporary issues in primary education, such as: Constructivist teaching and learning Thinking skills Creativity Teaching and learning styles Child-centred learning The authors provide a critical analysis of the issues, practice and problems faced by primary school teachers, which is supported by reflective tasks throughout the book. Emphasizing the child as a partner in the learning process and highlighting the importance of teaching for child-centred learning, the book ultimately develops and strengthens the teacher's skills. Developing Teaching Skills in the Primary School provides essential guidance and support to trainee, beginner and developing primary school teachers. Managing troublesome behaviour in the classroom is a problem faced by every primary school teacher at some time. Some nursery and infant teachers claim that every year more and more young children are starting school with behavioural problems. Teachers too frequently complain of lessons being disrupted by unacceptable behaviour, and yet the important skills of effective classroom management are seldom mentioned in initial teacher training. The authors are much in demand by schools to provide training in their positive teaching methods for dealing with troublesome behaviour. In this book they present their tried and tested procedures for establishing effective classroom behaviour management. The au

This book is one of a set of eight innovative yet practical resource books for teachers, focussing on the classroom and covering vital skills for primary and secondary teachers. The books are strongly influenced by the findings of numerous research projects during which hundreds of teachers were observed at work. The first editions of the series were best sellers, and these revised editions will be equally welcomed by teachers eager to improve their teaching skills. Successful primary teachers operate in many different ways, but they have one thing in common - an ability to manage their classrooms effectively. Without the skills required to do this, the most inspiring and knowledgeable teacher will fail. In *Class Management in the Primary School*, Ted Wragg helps teachers to clarify their own aims and to find the strategies which will work for them. Topics covered include: *first encounters *establishing the rules *management of *time and space *coping with specific discipline problems There are certain skills that teachers possess that are of paramount importance - class management is one of those areas. Effective classroom management can be the single most influential factor in getting it right and is a core teaching skill that both trainee and experienced teachers should constantly be improving on.

"With care, and in partnership with others, it may yet be possible to overcome contemporary dilemmas and to provide the high quality, rounded and fulfilling education for all to which so many aspire. This book helps considerably in understanding contemporary problems and challenges in primary education - it is important, timely and deserves to be widely read." Andrew Pollard, Institute of Education, London What is the impact of New Labour's education policies on primary schools? What are the main lessons to be learned from recent research on primary schools? What are the implications for the future of primary education? In this topical book, leading academics in primary education evaluate New Labour's Education policy. They draw on the findings of the latest research to discuss the impact of policies on primary school practice and on the views and experiences of primary school teachers and pupils. Current issues and initiatives are analysed to identify the extent to which policy is shaped by past events, trends and assumptions. The contributors consider the future of primary education, offer recommendations at school, LEA and national level, and make suggestions for future research. *Changing Teaching and Learning in the Primary School* emphasises the central importance of taking children's perspectives into account when making changes in policy and practice. By focusing predominantly on teaching and learning at Key Stage 2, the book addresses the imbalance between the range and depth of information offered on pre-school and infant education and that available on junior teaching. This is key reading for students on primary initial teacher training programmes, Education Studies students, primary school teachers and classroom assistants, as well as education researchers and school leaders.

Language, Literacy, and Learning in Primary Schools is a synthesis of the findings arising from four years of policy research and development in Nigeria's primary schools that focused on the gap between what teachers should know and be able to do, and the realities of teaching and learning in classrooms. It begins by critically examining the outcomes of primary schooling as measured by learning achievement results from national assessments, and by identifying some core learning problems for Nigerian primary school children. It reviews the findings from recent research reports that studied teaching and learning processes in primary school classrooms, and it identifies the pedagogical issues in primary classrooms that contribute to poor learning achievements. This report describes a research and development program that set out to improve teaching and learning in core learning skill areas of the curriculum. This study identifies priority areas for teachers' professional development. It suggests a policy framework for the continuing professional development of primary school teachers, including the initial preparation of teachers and their induction into teaching. It proposes medium and long-term strategies to bring about the desired changes in teaching and learning through school-based approaches to teacher development.

The past few years have been very traumatic ones for many Nigerians. With the exception of those in power or close to the seat of power, the changes of 1998 were a welcome relief given the tyranny and repression that the country had suffered under General Abacha. With many people in prison and more in exile, the death of Abacha was received with a sigh of relief. Many observers have seen the resilience that has come to signify the strength and potential of this once 'giant of Africa', as well as the destruction and the socio-political and economic decay of the past decades. The Nigerian people have endured the exploitation of their rights due to the lack of democratic leadership, and with this in mind, they have been called to attention to fight for their country.

This reference is a survey of the major issues in teacher education today in a representative group of 21 countries around the world written, with one exception, by native scholars and experts. This international handbook provides an overview of current problems and policies, approaches and trends, and future outlooks in teacher education. The appendix provides a comparative table of statistical data, and a bibliographic essay presents key research materials for further study.

Academic Paper from the year 2018 in the subject English - Pedagogy, Didactics, Literature Studies, grade: A+, Dr. Babasaheb Ambedkar Marathwada University (Dialoguing Borders: Vital Issues In Humanities, Commerce, IT and Management (International Conference)), language: English, abstract: In the recent decades, English has become an indispensable part of the Yemeni primary and secondary school curriculum: It is not only a matter of being a compulsory subject within the school curriculum but it is also an area of study that many students/ pupils want to develop. Many Yemeni parents have recently recognized the importance

of English as a key to science, technology and business in our modern world and want their children to get mastery over English. Unfortunately, though its recognized importance by teachers, schoolmasters, students and parents, the outcomes, especially within the rural Yemeni context, are still low and most students can't cultivate a good level of English during their pre-tertiary education due to many challenges that obstruct English language teaching in the Yemeni schools. This study was an attempt to survey challenges of English language teaching in AL-Dhalea primary and secondary schools from the viewpoints of 20 EFL senior teachers and supervisors for the purpose of identifying such challenges and suggesting some solutions and strategies for better English language teaching. Findings show that large classes, lack of teaching aids, teachers' low proficiency in English and their limited experience with communicative language teaching are considered as major challenges of English language teaching in the concerned Yemeni primary and secondary schools.

In developing countries across the world, qualified teachers are a rarity, with thousands of untrained adults taking over the role and millions of children having no access to schooling at all. The supply of high-quality teachers is falling behind: poor status, low salaries and inadequate working conditions characterise perceptions of teachers in numerous countries, deterring many from entering the profession, and there are strong critiques of the one dimensional, didactic approach to pedagogic practice. Despite this, millions of teachers are dedicated to educating a newly enfranchised generation of learners. It provides a unique overview of the crisis surrounding the provision of high-quality teachers in the developing world, and how these teachers are crucial to the alleviation of poverty. The book explores existing policy structures and identifies the global pressures on teaching, which are particularly acute in developing economies.

Secondary education is the final stage of compulsory education, preceded by primary education and followed by higher education. It is characterised by transition from the typically compulsory, comprehensive primary education for minors to the optional, selective tertiary, 'post-secondary', or 'higher' education (e.g., university, vocational school) for adults. Depending on the system, schools for this period or a part of it may be called secondary schools, high schools, gymnasiums, lyceums, middle schools, colleges, vocational schools and preparatory schools, and the exact meaning of any of these varies between the systems. The exact boundary between primary and secondary education varies from country to country and even within them, but is generally around the fifth to the tenth year of education. Secondary education occurs mainly during the teenage years. In the United States and Canada primary and secondary education together are sometimes referred to as K-12 education. The purpose of secondary education can be to give common knowledge, to prepare for either higher education or vocational education, or to train directly for a profession. This new book presents the latest research in the field.

It is now widely recognized that learners are more successful when they are active participants in the learning relationship. This book offers a general introduction to primary education and child development, using the learning relationship between teachers and children as its focus. Divided into two parts, the first looks at the child's contribution to the learning relationship, and the second examines that of the teacher.

Teaching and Learning with ICT in the Primary School introduces teachers to the range of ways in which ICT can be used to support and extend the teaching and learning opportunities in their classrooms. Chapters cover areas such as: literacy, numeracy, science, and their relationship with ICT; managing curriculum projects using ICT; creating and using multimedia applications. Ideas and activities for teachers to try are based on tried and tested methods from innovative schools around the UK and abroad. Practising teachers and students will find this an invaluable guide on how to work together to extend their skills and knowledge in the area of ICT.

This informative book brings together theory, research and practice examples of creativity in primary schools, providing a scholarly yet accessible introduction. The book offers an overview for teachers looking for a concise guide to current thinking about creativity, particularly if your school is thinking of introducing or extending its practice. The book considers recent developments in the creative curriculum, and techniques embedded in approaches such as Philosophy for Children, Mantle of the Expert and Enterprise Education. Ideas for personalising teaching and creating independent and motivated learners are incorporated. Other key features of the book include: Examination of the major theories of creativity How to develop your own creativity as a teacher Focus on the difference between developing group and individual creativity Innovative ideas for creativity in subject teaching Practical examples and 'Creative Challenges' throughout The book draws on the author's many years of experience of working with children in schools, working on Creative Partnerships and Higher Education in the Arts (HEARTS) projects and ideas developed through working in initial teacher training. This book is essential reading for students in the early stages of their teacher training course as well as for practising teachers looking for innovative ideas and guidance on developing creativity in themselves and their classrooms. "This is an interesting book, which explores theory, practice and policy of creativity in the primary classroom. Jill Jesson links five key creative behaviours drawn together initially by (then) policymakers QCA, with what she identifies as six areas of creative endeavour. Primary teachers committed to developing a 'creative curriculum' will find much material in this lively book that supports their personal and professional creativity, as well as suggestions for classroom practice in developing individual and group work." Professor Anna Craft, University of Exeter and The Open University, UK "This is a compulsory read for all those interested in developing the creative potential of young people in primary schools. It includes a useful overview of previous thinking on creativity and makes a convincing case for its importance across the curriculum. Above all, this book is jam-packed with practical ideas. Whether you are interested in creative approaches to maths or modern languages, developing group or personal creativity, or the challenges of assessing creative endeavour, you will find a host of strategies that have been tried and tested in the classroom." Hilary Hodgson, Director, Ormiston Trust

This dissertation, "Primary School Teachers' Perceptions of Project Learning" by Shun-mei, Siu, ???, was obtained from The University of Hong Kong (Pokfulam, Hong Kong) and is being sold pursuant to Creative Commons: Attribution 3.0 Hong Kong License. The content of this dissertation has not been altered in any way. We have altered the formatting in order to facilitate the ease of printing and reading of the dissertation. All rights not granted by the above license are retained by the author. Abstract: Abstract This study explores Hong Kong primary school teachers' perceptions of project

learning and the development of nine generic skills through such learning. It is argued that project learning for primary school students is a form of assisted learning. The assistance includes a well-planned curriculum, grouping of mixed abilities students in project groups, provision of training and teaching resources to teachers and most importantly, teachers' intentional assistance to students in cultivating students' generic skills. How well teachers' perceptions matched with this assertion was investigated in this research. The research is a case study of teachers' perception of project learning in a local primary school. Teachers of the case school have proper training on implementing project learning, and have three years of experience conducting them. Findings were obtained from questionnaire answered by twenty teachers of the case school, interviews with three teachers and observation on the performance of students' generic skills by the researcher. These were triangulated to enhance the validity of the study. It was found that teachers of the case school had a clear understanding of project learning, and how and why it should be conducted. They also expressed their competent views on the critical success factors in project learning. At the planning and administrative level, success in project learning would have to rely on: the leadership of the principal, teacher training, the appointment of a project coordinator, and the support offered by this person. At the teaching and learning level, success in project learning would depend on teacher's careful planning and guidance. Teachers must follow closely the students through the project. Students would need a lot of prompting and inspiration. Other preferred practices of project learning were also identified. Teachers in general had a positive attitude towards project learning. Although they believed that guiding students through project learning was a more laborious task than teaching a normal classroom lesson, most of them agreed that the implementation of project learning could improve classroom teaching and also their professional image. Both the teachers and the researcher agreed that students developed all the nine generic skills in the process of project learning, with collaboration and communication skills as the most effectively acquired. The teachers also believed that the students, besides gaining knowledge, could now better express their talents, develop interest in learning, and gain confidence in approaching problems. There are implications of the study for all stakeholders in education. For education planners and heads of schools, difficulties in implementing project learning, as identified by the teachers, lay in having teachers not fully understanding the purpose and method of implementation of project learning. Another problem identified was that teachers had a tendency to spend more effort on exhibit (product) and less on the process of learning. For frontline teachers the results of the study provide 'effective guidance to facilitate the process of learning to teach' (Kwo, 1998, p.11). Parents may also be interested to find that students do improve in a number of areas after participating in project work, and therefore they will be more supportive to their children in project le

This small action research has been taken up to identify the problems associated with the drop-outs of primary schools. Parents illiteracy, parents negative attitude towards education, student attitudes and educational problems, family atmosphere, etc., have their legitimate role to play in drop-out phenomenon. The teachers of primary schools are well aware of these problems and have expressed in this study.

Help your students to think critically and creatively through team-based problem solving instead of focusing on testing and outcomes. Professionals throughout the education system are recognizing that standardized testing is holding students back. Schools tend to view children as outcomes rather than as individuals who require guidance on thinking critically and creatively. Awesome Math focuses on team-based problem solving to teach discrete mathematics, a subject essential for success in the STEM careers of the future. Built on the increasingly popular growth mindset, this timely book emphasizes a problem-solving approach for developing the skills necessary to think critically, creatively, and collaboratively. In its current form, math education is a series of exercises: straightforward problems with easily-obtained answers. Problem solving, however, involves multiple creative approaches to solving meaningful and interesting problems. The authors, co-founders of the multi-layered educational organization AwesomeMath, have developed an innovative approach to teaching mathematics that will enable educators to: Move their students beyond the calculus trap to study the areas of mathematics most of them will need in the modern world Show students how problem solving will help them achieve their educational and career goals and form lifelong communities of support and collaboration Encourage and reinforce curiosity, critical thinking, and creativity in their students Get students into the growth mindset, coach math teams, and make math fun again Create lesson plans built on problem based learning and identify and develop educational resources in their schools Awesome Math: Teaching Mathematics with Problem Based Learning is a must-have resource for general education teachers and math specialists in grades 6 to 12, and resource specialists, special education teachers, elementary educators, and other Mathematics primary education professionals.

Teaching and Learning About Whole Numbers in Primary School Springer

This study is based on comparisons between primary schools in France and England. Using detailed interviews with teachers in both countries, it demonstrates different approaches on curriculum content, teaching and school organization, and highlights the fundamental differences in the education.

Research Paper (postgraduate) from the year 2016 in the subject Pedagogy - Pedagogic Sociology, grade: A (5.0), course: Individual Research Project, language: English, abstract: Researchers aimed at investigating the impact of classroom over-crowdedness on teacher-student interactions in teaching and learning process and specifically identify the problems both teachers and students face in over-crowded classrooms and identify solutions to the problems and finally determine the relationship between over-crowded classrooms and teacher-student interaction in learning and teaching process. The researcher used questionnaires to collect data where the findings came up with the facts that noise making, failure to attend each student's need, restriction of teachers movement in the class, cheating in exams, wastage of time setting orders in class, difficulty in marking, and both teachers and students being stressed are the impacts resulting from over crowdedness in classrooms. The research has found that there is a relationship between classroom over crowdedness and teacher - student as the arrangement in the class limits teachers from moving from one

place to another and also heavy work load makes teacher frustrate and stressed this let him bored and lose hope to his work.

Education in Brazil has changed intensely over the last several years. Access to basic education is nearly universal, secondary education has been expanding very rapidly, and so too has higher education at both the undergraduate and graduate levels. However, serious issues remain related to quality, equity and inappropriate use of resources. Some of these problems are related to the fact that Brazil started to develop its education institutions very late, and did not build strong teaching and academic professions that could provide the necessary support for education policies committed to equity, quality and efficiency. This book, written by leading experts, is the first English-language text to provide a comprehensive analysis of the challenges facing Brazilian education at all levels, including issues such as the quality of basic education, the establishment of standards for higher education, the experiences of technical and vocational schools, teacher education, regulation and financing of public and private higher education, and the growing role of graduate education and research.

This book offers a theory for the analysis of how children learn and are taught about whole numbers. Two meanings of numbers are distinguished – the analytical meaning, defined by the number system, and the representational meaning, identified by the use of numbers as conventional signs that stand for quantities. This framework makes it possible to compare different approaches to making numbers meaningful in the classroom and contrast the outcomes of these diverse aspects of teaching. The book identifies themes and trends in empirical research on the teaching and learning of whole numbers since the launch of the major journals in mathematics education research in the 1970s. It documents a shift in focus in the teaching of arithmetic from research about teaching written algorithms to teaching arithmetic in ways that result in flexible approaches to calculation. The analysis of studies on quantitative reasoning reveals classifications of problem types that are related to different cognitive demands and rates of success in both additive and multiplicative reasoning. Three different approaches to quantitative reasoning education illustrate current thinking on teaching problem solving: teaching reasoning before arithmetic, schema-based instruction, and the use of pre-designed diagrams. The book also includes a summary of contemporary approaches to the description of the knowledge of numbers and arithmetic that teachers need to be effective teachers of these aspects of mathematics in primary school. The concluding section includes a brief summary of the major themes addressed and the challenges for the future. The new theoretical framework presented offers researchers in mathematics education novel insights into the differences between empirical studies in this domain. At the same time the description of the two meanings of numbers helps teachers distinguish between the different aims of teaching about numbers supported by diverse methods used in primary school. The framework is a valuable tool for comparing the different methods and identifying the various assumptions about teaching and learning.

This sourcebook offers a unique summary into all that was important in primary education during the 1990s. It provides almost fifty key readings on the field which are grouped around six major topics: * learners * teachers * classrooms * curriculum * assessment * school and education policy. Over half of the readings focus on real life cases - such as pupils, teachers, classrooms or schools - as a means of conveying some of the interpersonal subtleties of teaching and learning in primary schools. At the same time, these cases highlight important current topics and debates in primary education and often provide insights into practical ways of meeting the challenges which are posed. Other articles are more explicitly analytical and provide conceptual frameworks, overviews or critiques of their fields. This is an excellent resource and guide for primary school teachers, and students studying on PGCE courses.

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