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The Shanghai school system has attracted worldwide attention since its impressive performance in the Programme for International Student Assessment (PISA) in 2009. The system ranks as a ' stunning success ' according to standards of the Organisation for Economic Co-operation and Development (OECD). Shanghai also stands out for having the world ' s highest percentage of ' resilient students ' – students from socio-economically disadvantaged backgrounds who emerge as top performers. Learning From Shanghai: Lessons on Educational Success offers a close-up view of the people and the policies that have achieved such world-class performance. Based on research and personal observation gathered during the author ' s recent field work with school principals, teachers and students, this book explores the factors that explain Shanghai ' s exceptional success in education. The approach combines high standards of scholarly research and analysis with the author ' s unique personal insights, as evidenced by chapters entitled Education is Filling a Bucket and Lighting a Fire and Tiger Mothers, Dragon Children. Drawing on her experience as an education professional and a teacher of teachers, Charlene Tan thoroughly examines and analyzes the people, the policies and the practices that distinguish Shanghai educators. The contents include comprehensive details on the Shanghai approach to quality education, from discussion of the balance between centralization and decentralization, to school autonomy and accountability, to testing policy and professional development for teachers. The book includes detailed tables on curriculum and school performance targets, sample appraisal forms for teachers and students, and dozens of photographs. The author is an Associate Professor at the National Institute of Education, Nanyang Technological University, Singapore.

100 Ideas for Secondary Teachers: Interventions focuses on low-effort, high-impact interventions that can be used at Key Stages 3 to 5. It includes tips for improving academic performance, ways of raising standards of teaching and learning, and plans for promoting a rich culture for learning and high expectations. This dip-in-and-out guide shares a wide range of practical and manageable solutions to improve interventions in the classroom. As a teacher you are pushed every year to improve the results of your learners but no one ever really tells you how to do it! Regrettably, there are no quick fixes or silver bullets to unlocking the potential of students and this can be challenging at the best of times. However, assistant headteacher Laura O'Leary presents 100 ideas, techniques and activities for effective interventions that can be used throughout the school year to raise attainment and improve the progress of every student. This invaluable resource focuses on specific areas for intervention including common barriers to achievement, such as behaviour, attendance and organisational skills, supporting key cohorts (pupil premium and students with SEND and EAL), and literacy and numeracy skills. There are even ideas for ensuring that students are revision and exam ready. 100 Ideas for Secondary Teachers: Interventions is ideal for all secondary teachers, leaders, SENCOs and teaching assistants who wish to plan effective interventions that will enable young people to succeed.

Summative assessment has been a contentious issue in educational circles for several decades, particularly high-stakes assessment events which arise at various junctures of the school cycle, especially those at the end of it. The French Baccalaureat and English A-Levels and their numerous clones throughout the francophone and anglophone worlds are household names and represent milestone events in people's lives, as their outcomes are principal determinants of young people's future prospects. These examinations are external--they are devised, conducted and processed by agencies outside the schools, usually ministerial examination units. As such, they act as 'blind' arbiters of student achievement, providing the proverbial 'level playing field' which ensures the comparability of outcomes. In the pyramidal school structures of yesteryear, examinations acted as filters, regulating the progression of pupils to subsequent tiers of formal education. Exit points occurred from primary school level up, from where unsuccessful candidates could enter the labour force and/or embark on occupationally specific further education and training. With the modernisation of the labour market and an ever-higher social demand for access to higher levels of formal education, the filtering function of examinations at lower levels of schooling has been gradually eroded, while burgeoning numbers of students at the upper secondary level have brought about reforms that include curricular diversification and sometimes radical overhauls of terminating assessment systems (including the modification and, in some instances, abandonment of external examinations). This edited volume brings together the experiences of twenty examination systems from around the world to show how these dynamic entities have adapted over time to the changing context of schooling. Following an introduction by Stephen P. Heyneman of World Bank repute, there are sixteen chapters presenting Country Case Studies, which have been written up under common subheadings, thereby highlighting the comparative nature of the work and facilitating cross-referencing. The subsequent four chapters elaborate on the theme of 'external examinations beyond national borders', including a contribution by the International Baccalaureate Organisation. A defining feature of the work is the attention it pays to what it calls the 'nuts and bolts' of external examinations, from question-setting to grading procedures. These are, it is argued, instrumental in nurturing and maintaining public confidence in external examinations. The book will be of immense value to people involved in educational policy studies, especially strategic educational planning, as well as those directly concerned with formal assessment. The work has been written to appeal to a wide audience of informed persons--it is accessible to teachers and interested laypeople, as well as to academics."

Learning to Teach Mathematics in the Secondary School combines theory and practice to present a broad introduction to the opportunities and challenges of teaching mathematics in the secondary school classroom. This fourth edition has been fully updated to reflect the latest changes to the curriculum and research in the field, taking into account key developments in teacher training and education, including examinations and assessment. Written specifically with the new and student teacher in mind, the book covers a wide range of issues related to the teaching of mathematics, such as: why we teach mathematics the place of mathematics in the National Curriculum planning, teaching and assessing for mathematics learning how to communicate mathematically using digital technology to advance mathematical learning working with students with special educational needs post-16 teaching the importance of professional development the affective dimension when learning mathematics, including motivation, confidence and resilience Already a major text for many university teaching courses, this revised edition features a glossary of useful terms and carefully designed tasks to prompt critical reflection and support thinking and writing up to Masters Level. Issues of professional development are also examined, as well as a range of teaching approaches and styles from whole-class strategies to personalised learning, helping you to make the most of school experience, during your training and beyond. Designed for use as a core textbook, Learning to Teach Mathematics in the Secondary School provides essential guidance and advice for all those who aspire to be effective mathematics teachers.

This book explores the experiences of young people as they move through the Irish secondary educational system. Drawing on a rich study which combines survey data with in-depth interviews with students, it addresses the key facets of schooling which influence young people's experiences. With chapters organised thematically, including ability grouping, school climate and the impact of high stakes examinations, the central dimensions of school structure and process is explored. Placing young people's voices centre stage, it explores how they respond to the school context and make decisions that will profoundly affect their future. This book contrasts different types of school settings and examines how gender and social class play out at the school level.

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