

Primary PGCE: Masters module 1 - Learning and Teaching

Course start date: 29/08/2017

View Online



1.

Pollard, A., Pollard, A.: Readings for Reflective Teaching in Schools. Bloomsbury Publishing, London (2014).

2.

Pollard, A.: Reflective teaching in schools. Bloomsbury Academic, London (2019).

3.

Smidt, S.: Section 1: Unit 1.2 Professionalism and Trainee Teachers, p20-34, David Hayes and Section 2 Unit 2.1 Exploring the Nature of Learning and Teaching - Looking at Children, p53-68. In: Learning to teach in the primary school. Routledge, London (2014).

4.

Brown, C.: Chapter 3: Issues and solutions in relation to evidence-informed policy making, p33-50 and Chapter 9: What does this mean for evidenced-informed policy and practice? p153- 160. In: Evidence-informed policy and practice in education: a sociological grounding. Bloomsbury Academic, London (2015).

5.

MacBlain, S.: Chapter 1: What is learning? In: How children learn. pp. 9-30. SAGE Publications, London (2014).

6.

Pollard, A.: Reflective teaching in schools. Bloomsbury Academic, London (2019).

7.

Colwell, J., Pollard, A.: Readings for reflective teaching in early education. Bloomsbury Academic, London (2015).

8.

Chapter 5: Child Development. In: A guide to early years and primary teaching. pp. 85–104. SAGE Publications, London (2016).

9.

James, M., Alexander, R.J., Flutter, J., Pollard, A., Esmée Fairbairn Foundation, Teaching and Learning Research Programme, University of Cambridge. Faculty of Education. Primary Review, University of London. Institute of Education: Learning and teaching in primary schools: insights from TLRP. Primary Review, Faculty of Education, University of Cambridge, Cambridge (2008).

10.

Hattie, J.: Part 1 Chapter 3: The teacher-student relationship. In: Visible learning and the science of how we learn. pp. 16–25. Routledge, London (2014).

11.

Hattie, J.: Part 1 Chapter 4: Your personality as a teacher: can your students trust you? In: Visible learning and the science of how we learn. pp. 26–35. Routledge, London (2014).

12.

Keenan, T., Evans, S., Crowley, K.: Chapter 2: Theories of Development. In: An introduction to child development. pp. 23–51. SAGE, Los Angeles (2016).

13.

Abbott, R., Burkitt, E., Burkitt, E.: *Child development and the brain : an introduction* / Rob Abbott and Esther Burkitt. Policy Press, Bristol (2015).

14.

Crowley, K.: *Child development: a practical introduction*. SAGE, Los Angeles (2017).

15.

Keenan, T., Evans, S., Crowley, K.: *An introduction to child development*. SAGE, Los Angeles (2016).

16.

Catling, S., Martin, F.: *Contesting: The primary geography curriculum as an articulation between academic and children's (ethno-) geographies*. *Curriculum Journal*. 22, 317–335 (2011). <https://doi.org/10.1080/09585176.2011.601624>.

17.

Myhill, D., Hopper, R., Jones, S.: *Questioning and learning*. In: *Talking, listening, learning: effective talk in the primary classroom*. pp. 68–84. Open University Press, Maidenhead (2006).

18.

Pope, G.: *Questioning technique pocketbook*. Teachers' Pocketbooks, Alresford (2013).

19.

Hattie, J., Yates, G.C.R.: Chapter 9: *Acquiring complex skills through social modelling and explicit teaching* (pp72-83) and Chapter 11, *Just how does expertise develop?*, pp93- 102. In: *Visible learning and the science of how we learn*. Routledge, London (2014).

20.

Smith, J.: Chapter 3: *Talk Theory*, pp15-32; and Chapter 5 *Classroom strategies to develop*

talk, pp52-70. In: Talk, thinking and philosophy in the primary classroom. Learning Matters, Exeter (2010).

21.

Wood, E., Hedges, H.: Curriculum in early childhood education: critical questions about content, coherence, and control. *The Curriculum Journal*. 27, 387–405 (2016).
<https://doi.org/10.1080/09585176.2015.1129981>.

22.

Tarrant, P., Holt, D.: Chapter 1: What and why: a look at theory and rationale (Metacognition), pp.1-8. In: *Metacognition in the primary classroom: a practical guide to helping children understand how they learn best*. Routledge, London (2016).

23.

Tarrant, P., Holt, D.: Chapter 5: Foundations of metacognition (pp.51-61). In: *Metacognition in the primary classroom: a practical guide to helping children understand how they learn best*. Routledge, London (2016).

24.

Hayward, L., Hayward, S.: Chapter 9: Assessment and learning. In: *A guide to early years and primary teaching*. pp. 165–183. SAGE Publications, London (2016).

25.

Black, P., Wiliam, D.: Developing the theory of formative assessment. *Educational Assessment, Evaluation and Accountability*. 21, 5–31 (2009).
<https://doi.org/10.1007/s11092-008-9068-5>.

26.

Arthur, J., Cremin, T., Wray, D.: *Assessment for Learning: formative approaches*, Chapter 5.1, pp313-323; and Hall, K., and Kieron, S. *Assessment for Learning: summative approaches*, Chapter 5.2, pp.324-339,. In: *Learning to teach in the primary school*. Routledge, London (2014).

27.

Marshall, B., Jane Drummond, M.: How teachers engage with Assessment for Learning: lessons from the classroom. *Research Papers in Education*. 21, 133–149 (2006).
<https://doi.org/10.1080/02671520600615638>.

28.

Pollard, A.: Pollard: Reflective Teaching in Schools- Chapter 13. In: *Reflective teaching in schools*. pp. 351–376. Bloomsbury, London (2014).

29.

Larking, S.: Creating metacognitive experiences for 5 and 6-year-old children. In: *Learning intelligence: cognitive acceleration across the curriculum from 5 to 15 years*. pp. 65–79. Open UP, Buckingham (2002).

30.

Moore, A.: *Teaching and learning: pedagogy, curriculum and culture*; Chapter 1 Theories of teaching and learning. Routledge, London (2012).

31.

Marks, R.: Chapter 2 : Ability grouping in primary schools, case studies and critical debates and Chapter 4: Ability labelling and children's identities. In: Menter, I. (ed.) *Ability-grouping in primary schools: case studies and critical debates*. Critical Publishing, Northwich (2016).

32.

Illeris, K.: Book - Contemporary Theories of Learning (Knud Illeris - Chpts 5, 6, 7, 11 and 14). In: *Contemporary theories of learning: learning theorists - in their own words*. Routledge, London (2009).

33.

Pollard, A.: Readings for reflective teaching in schools. Bloomsbury Academic, London (2014).

34.

Aubrey, K., Riley, A.: Understanding and using educational theories. SAGE, Los Angeles (2016).

35.

Bates, B.: Learning theories simplified: - and how to apply them to teaching. SAGE, Los Angeles (2016).

36.

Claxton, G.: Learning power. In: Understanding and using educational theories. pp. 183–198. SAGE, Los Angeles (2016).

37.

Collins, S.: Neuroscience for learning and development: how to apply neuroscience and psychology for improved learning and training. Kogan Page Limited, London (2016).

38.

Greenhough, P., Scanlan, M., Feiler, A., Johnson, D., Yee, W.C., Andrews, J., Price, A., Smithson, M., Hughes, M.: Boxing clever: using shoeboxes to support home-school knowledge exchange. *Literacy (formerly Reading)*. 39, 97–103 (2005).
<https://doi.org/10.1111/j.1741-4350.2005.00407.x>.