Teach First Business (PGDE)

Polly Glegg, CPA



[1]

Abbott, I. and Huddleston, P. 1996. The Development of Business Education: Change or Decay? Secondary economics and business education. Produced by Jenny Wales on behalf of the Economics and Business Education Association. 17–22.

[2]

Ainscow, M. et al. From exclusion to inclusion: ways of responding in schools to students with special educational needs. CfBT Education Trust.

[3]

Ashwin, Andrew Kenneth 2015. Exploring the problematic nature of gcse examining in economics and business: assessing troublesome knowledge, threshold concepts and learning.

[4]

Barton, G. 2013. Don't call it literacy!: what every teacher needs to know about speaking, listening, reading and writing. Routledge.

[5]

Bjork, E.L. and Bjork, R. 2011. Making things hard on yourself, but in a good way: Creating desirable difficulties to enhance learning. Psychology and the real world: Essays illustrating fundamental contributions to society. Worth Publishers.

Bransford, J.D. et al. 2000. How people learn: brain, mind, experience, and school. National Academy Press.

[7]

Bransford, J.D. et al. 2000. How people learn: brain, mind, experience, and school. National Academy Press.

[8]

Brant, J. 2002. Developing Subject Expertise and Creativity Through Fieldwork Activity. Creativity in practice: business and education. Academy of Humanities and Economics.

[9]

Brant, J. et al. 2000. Thinking skills: Improving the critique of business. Effective strategies in economics and business education: an international perspective. Economics and Business Education Association. 36–52.

[10]

Brant, J. and Panjwani, F. 2015. School Economics and the Aims of Education: Critique and Possibilities. Journal of Critical Realism. 14, 3 (Jun. 2015), 306–324. DOI:https://doi.org/10.1179/1572513815Y.000000004.

[11]

Brant, J. and Unwin, A. 2004. Integrating Global Perspectives in a Business and Economics Education PGCE. Global perspectives and teachers in training. Development Education Association. 46–50.

[12]

Brant, J. and Wales, J. 2009. New Skills for a New Century? Challenging the Orthodoxy: The Role of Citizenship and Enterprise Education in Promoting Effective Learning. Citizenship, Social and Economics Education. 8, 1 (Mar. 2009), 32–41. DOI:https://doi.org/10.2304/csee.2009.8.1.32.

Bruner, J.S. 1966. Toward a theory of instruction. Belknap Press.

[14]

Capel, S.A. et al. eds. 2016. Learning to teach in the secondary school: a companion to school experience. Routledge.

[15]

Chris Watkins "Adolescents and activities". Hamblin, Douglas H (Ed.), Problems and Practice of Pastoral Care Oxford: Blackwell.

[16]

Christodoulou, D. 2014. Seven myths about education. Routledge.

[17]

Clegg, Polly Testing As A Tool For Learning: Ideas For Classroom Application. Teaching Business & Economics. 19, 2, 14–16.

[18]

Coe, R. et al. What makes great teaching? Review of the underpinning research.

[19]

Coffield, F. et al. 2004. Learning styles and pedagogy in post-16 learning: a systematic and critical review. Learning and Skills Research Centre.

[20]

Creemers, B.P.M. and Kyriakides, L. 2006. Critical analysis of the current approaches to modelling educational effectiveness: The importance of establishing a dynamic model. School Effectiveness and School Improvement. 17, 3 (Sep. 2006), 347–366. DOI:https://doi.org/10.1080/09243450600697242.

[21]

David A., Kolb. 2014. Experiential Learning: experience as the source of learning and development. Pearson Education.

[22]

Davies, P. 2006. Business, economics and enterprise: teaching school subjects 11-19. Routledge.

[23]

Davies, P. 1999. The changing definition of business studies in the school curriculum. Curriculum Journal. 10, 1 (Jan. 1999), 11–28. DOI:https://doi.org/10.1080/0958517990100103.

[24]

Davies, P. and Durden, G. 2010. Economic Education in Schools and Universities in England. The Journal of Economic Education. 41, 4 (Sep. 2010), 413–424. DOI:https://doi.org/10.1080/00220485.2010.510400.

[25]

Deans for Impact 2016. The Science of Learning.

[26]

Durden, Guy Demonstrating progress in Economics and Business Studies: Making the starter the plenary. Teaching Business & Economics. 18, 2, 20–21.

[27]

Durden, Guy Starting from where they start. Teaching Business & Economics. 18, 1, 20–21.

Enterprise education: how secondary schools prepare young people for work - GOV.UK: 2016.

https://www.gov.uk/government/publications/enterprise-education-how-secondary-schools-prepare-young-people-for-work.

[29]

Eraut, M. 1994. Developing professional knowledge and competence. Falmer.

[30]

Ericsson, K.A. et al. 1993. The role of deliberate practice in the acquisition of expert performance. Psychological Review. 100, 3 (1993), 363–406. DOI:https://doi.org/10.1037/0033-295X.100.3.363.

[31]

Ericsson, K.A. et al. 1993. The role of deliberate practice in the acquisition of expert performance. Psychological Review. 100, 3 (1993), 363–406. DOI:https://doi.org/10.1037/0033-295X.100.3.363.

[32]

Flórez, M.T. and Sammons, P. 2013. Assessment for learning: effects and impact. CfBT Education Trust.

[33]

GCSEs (9 to 1): requirements and guidance - GOV.UK: https://www.gov.uk/government/collections/gcses-9-to-1-requirements-and-guidance.

[34]

Ginnis, P. and Evans, L. 2002. The teacher's toolkit: raise classroom achievement with strategies for every learner. Crown House.

[35]

Great Britain. Department for Education and Skills 2004. Pedagogy and practice : teaching and learning in secondary schools: Unit 12: Assessment for learning. DfES Publications.

[36]

Hattie, J. 2009. Visible learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge.

[37]

Hattie, J. 2012. Visible learning for teachers: maximizing impact on learning. Routledge.

[38]

Hattie, J. and Timperley, H. 2007. The Power of Feedback. Review of Educational Research. 77, 1 (Mar. 2007), 81–112. DOI:https://doi.org/10.3102/003465430298487.

[39]

Hirsch, E.D. et al. 1987. Cultural literacy: what every American needs to know. Houghton Mifflin.

[40]

Hmelo-Silver, C.E. et al. 2007. Scaffolding and Achievement in Problem-Based and Inquiry Learning: A Response to Kirschner, Sweller, and Clark (2006). Educational Psychologist. 42, 2 (Apr. 2007), 99–107. DOI:https://doi.org/10.1080/00461520701263368.

[41]

Howard-Jones, P. 2014. Neuroscience and Education: A Review of Educational Interventions and Approaches Informed by Neuroscience.

[42]

Jacek Wiktor Brant 2016. What's Wrong With Secondary School Economics and How Teachers Can Make it Right - Methodological Critique and Pedagogical Possibilities. JSSE - Journal of Social Science Education. 14, 4 (2016), 7–16. DOI:https://doi.org/10.2390/jsse-v14-i4-1391.

[43]

Jephcote, M. et al. 2005. Teaching business education 14-19. David Fulton.

[44]

Karpicke, J.D. and Blunt, J.R. 2011. Retrieval Practice Produces More Learning than Elaborative Studying with Concept Mapping. Science. 331, 6018 (Feb. 2011), 772–775. DOI:https://doi.org/10.1126/science.1199327.

[45]

Kirschner, P.A. et al. 2006. Why Minimal Guidance During Instruction Does Not Work: An Analysis of the Failure of Constructivist, Discovery, Problem-Based, Experiential, and Inquiry-Based Teaching. Educational Psychologist. 41, 2 (Jun. 2006), 75–86. DOI:https://doi.org/10.1207/s15326985ep4102_1.

[46]

Knapton, Helena Preparing for teaching new subjects. Teaching Business & Economics. 17, 1, 10–12.

[47]

Ko, J. et al. 2013. Effective teaching: a review of research and evidence. CfBT Education Trust report.

[48]

Lemov, D. 2015. Teach like a champion 2.0: 62 techniques that put students on the path to college. Jossey-Bass.

[49]

Lines, D. 2000. Business and economics: The challenge of curriculum recognition. School subject teaching: the history and future of the curriculum. Kogan Paul. 238–266.

[50]

Low-level disruption in classrooms: below the radar - GOV.UK: 2014. https://www.gov.uk/government/publications/below-the-radar-low-level-disruption-in-the-co untrys-classrooms.

[51]

Lyons, A. 2015. Enterprise for All.

[52]

Maylor, U. 2016. 'I'd worry about how to teach it': British values in English classrooms. Journal of Education for Teaching. 42, 3 (May 2016), 314–328. DOI:https://doi.org/10.1080/02607476.2016.1184462.

[53]

Moore, A. 2012. Models of Teaching and Learning. Teaching and learning: pedagogy, curriculum and culture. Routledge. 1–32.

[54]

Muijs, D. 2011. Effective teaching: evidence and practice. SAGE.

[55]

Muijs, D. 2011. Effective teaching: evidence and practice. SAGE.

[56]

Muijs, D. 2011. Effective teaching: evidence and practice. SAGE.

[57]

Nuthall, G. 2007. The hidden lives of learners. NZCER Press.

[58]

Ofsted 2016. Helping disadvantaged young children: how good are local authorities and early years providers? - GOV.UK. (2016).

[59]

Ofsted 2013. Unseen Children – access and achievement 20 years on.

[60]

Panjwani, F. 2016. Towards an overlapping consensus: Muslim teachers' views on fundamental British values. Journal of Education for Teaching. 42, 3 (May 2016), 329–340. DOI:https://doi.org/10.1080/02607476.2016.1184463.

[61]

Pashler, H. et al. 2008. Learning Styles. Psychological Science in the Public Interest. 9, 3 (Dec. 2008), 105–119. DOI:https://doi.org/10.1111/j.1539-6053.2009.01038.x.

[62]

Petty, G. 2009. Evidence-based teaching: a practical approach. Nelson Thornes.

[63]

Petty, G. 2014. Teaching today: a practical guide. Oxford University Press.

[64]

Petty, G. 2014. Teaching today: a practical guide. Oxford University Press.

[65]

Progress 8 and Attainment 8: Guide for maintained secondary schools, academies and free schools: 2017.

https://www.gov.uk/government/publications/progress-8-school-performance-measure.

[66]

Raffo, C. 2003. Disaffected Young People and the Work-related Curriculum at Key Stage 4: Issues of social capital development and learning as a form of cultural practice. Journal of Education and Work. 16, 1 (Mar. 2003), 69–86. DOI:https://doi.org/10.1080/1363908022000032894.

[67]

Richard Pring 2012. The life and death of secondary education for all.

[68]

Richardson, R. 2015. British values and British identity: Muddles, mixtures, and ways ahead. London Review of Education. 13, 2 (Sep. 2015), 37–48. DOI:https://doi.org/10.18546/LRE.13.2.04.

[69]

Schmidt, H.G. et al. 2007. Problem-Based LearningCompatible withHuman Cognitive Architecture: Commentary on Kirschner, Sweller, and Clark (2006).Educational Psychologist. 42, 2 (Apr. 2007), 91–97.DOI:https://doi.org/10.1080/00461520701263350.

[70]

Selient, Hala Sir - do you speak a different language? Teaching Business & Economics. 4, 1, 22–27.

[71]

Smith, H.J. 2016. Britishness as racist nativism: a case of the unnamed 'other'. Journal of Education for Teaching. 42, 3 (May 2016), 298–313. DOI:https://doi.org/10.1080/02607476.2016.1184461.

[72]

Stobart, G. 2014. The expert learner: challenging the myth of ability. Open University

Press.

[73]

Sweller, J. et al. 2007. Why Minimally Guided Teaching Techniques Do Not Work: A Reply to Commentaries. Educational Psychologist. 42, 2 (Apr. 2007), 115–121. DOI:https://doi.org/10.1080/00461520701263426.

[74]

The Royal Society 2011. Brain Waves 2: Neuroscience: implications for education and lifelong learning.

[75]

Turner-Bisset, R. 2001. Expert teaching: knowledge and pedagogy to lead the profession. David Fulton.

[76]

Watkins, Chris Care and Control: the group management perspective. Pastoral Care in Education. 6, 2–9.

[77]

Wells, G. 2000. Dialogic inquiry in education: Building on the legacy of Vgotsky. Vygotskian perspectives on literacy research: constructing meaning through collaborative inquiry. Cambridge UP. 51–85.

[78]

Wiliam, D. 2011. Embedded formative assessment. Solution Tree Press.

[79]

Wiliam, D. 2018. Embedded Formative Assessment: (Strategies for Classroom Assessment That Drives Student Engagement and Learning). Solution Tree.

[80]

Wiliam, D. 2011. What is assessment for learning? Studies in Educational Evaluation. 37, 1 (Mar. 2011), 3–14. DOI:https://doi.org/10.1016/j.stueduc.2011.03.001.

[81]

Willingham, D. 2008. Ask the Cognitive Scientist, What Is Developmentally Appropriate Practice?, Daniel T. Willingham, Summer 2008, American Educator, AFT - willingham_1.pdf. American Educator.

[82]

Willingham, D. 2008. Ask the Cognitive Scientist: What Will Improve a Student's Memory? American Educator.

[83]

Willingham, D. and Daniel, D. 2012. Teaching to what students have in common. Educational Leadership: For Each to Excel. 69, 5 (2012), 16–21.

[84]

Wood, D. 1998. How children think and learn: the social contexts of cognitive development . Blackwell.

[85]

Young, M. 2011. What are Schools For?

[86]

Young, M.F.D. 2008. Bringing knowledge back in: from social constructivism to social realism in the sociology of education. Routledge.

2017. Behaviour in schools (Tom Bennett's Independent review of behaviour in schools) - GOV.UK. (2017).

[88]

Informed Choices. Russell Group.