Teach First Business (PGDE)

Polly Glegg,
CPA

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

Ainscow, M., Dyson, A., & Weiner, S. (n.d.). From exclusion to inclusion: ways of responding in schools to students with special educational needs. CfBT Education Trust. http://files.eric.ed.gov/fulltext/ED546818.pdf

Ashwin, Andrew Kenneth. (2015). Exploring the problematic nature of gcse examining in economics and business: assessing troublesome knowledge, threshold concepts and learning. http://search.proquest.com/docview/1827517402/

Barton, G. (2013). Don't call it literacy!: what every teacher needs to know about speaking, listening, reading and writing. Routledge. https://ucl.primo.exlibrisgroup.com/permalink/44UCL_INST/18kagqf/cdi_elibro_books_ELB134513

Behaviour in schools (Tom Bennett's Independent review of behaviour in schools) - GOV.UK . (2017). https://www.gov.uk/government/publications/behaviour-in-schools

Bjork, E. L., & Bjork, R. (2011). Making things hard on yourself, but in a good way: Creating desirable difficulties to enhance learning. In M. A. Gernsbacher, R. W. Pew, L. M. Hough, & J. R. Pomerantz (Eds.), Psychology and the real world: Essays illustrating fundamental contributions to society (pp. 56–64). Worth Publishers. https://bjorklab.psych.ucla.edu/wp-content/uploads/sites/13/2016/11/Making-Things-Hard-on-Yourself-but-in-a-Good-Way-20111.pdf

Bransford, J. D., Brown, A. L., & Cocking, R. R. (2000a). How people learn: brain, mind, experience, and school. National Academy Press. http://libproxy.ucl.ac.uk/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=46035

Bransford, J. D., Brown, A. L., & Cocking, R. R. (2000b). How people learn: brain, mind, experience, and school. National Academy Press. http://libproxy.ucl.ac.uk/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=46035

Brant, J. (2002). Developing Subject Expertise and Creativity Through Fieldwork Activity. In Creativity in practice: business and education. Academy of Humanities and Economics. http://eprints.ioe.ac.uk/20509/1/BRANT,%20J.W.pdf

Brant, J., Lines, D., & Wood, A. (2000). Thinking skills: Improving the critique of business. In Effective strategies in economics and business education: an international perspective (pp. 36–52). Economics and Business Education Association.

Brant, J., & Panjwani, F. (2015). School Economics and the Aims of Education: Critique and Possibilities. Journal of Critical Realism, 14(3), 306–324. https://doi.org/10.1179/1572513815Y.0000000004

Brant, J., & Unwin, A. (2004). Integrating Global Perspectives in a Business and Economics Education PGCE. In Global perspectives and teachers in training: Vol. The improving practice series (pp. 46–50). Development Education Association.

Brant, J., & 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), 32–41. https://doi.org/10.2304/csee.2009.8.1.32

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

Capel, S. A., Leask, M., & Younie, S. (Eds.). (2016). Learning to teach in the secondary school: a companion to school experience (Seventh edition). Routledge. http://ebookcentral.proquest.com/lib/ucl/detail.action?docID=4542844

Chris Watkins. (n.d.). "Adolescents and activities". Hamblin, Douglas H (Ed.), Problems and Practice of Pastoral Care Oxford: Blackwell. https://www.academia.edu/10806469/_Adolescents_and_activities_

Christodoulou, D. (2014). Seven myths about education (First edition). Routledge. http://www.tandfebooks.com/ISBN/9781315797397

Clegg, Polly. (n.d.). Testing As A Tool For Learning: Ideas For Classroom Application. Teaching Business & Economics, 19(2), 14–16. https://search.proquest.com/docview/1735015988?rfr_id=info%3Axri%2Fsid%3Aprimo

Coe, R., Aloisi, C., Higgins, S., & Major, L. E. (n.d.). What makes great teaching? Review of the underpinning research. http://www.suttontrust.com/wp-content/uploads/2014/10/What-Makes-Great-Teaching-REPORT.pdf

Coffield, F., Ecclestone, K., Hall, E., Moseley, D., & Learning and Skills Research Centre (Great Britain). (2004). Learning styles and pedagogy in post-16 learning: a systematic and critical review. Learning and Skills Research Centre. http://www.leerbeleving.nl/wp-content/uploads/2011/09/learning-styles.pdf

Creemers, B. P. M., & 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), 347–366. https://doi.org/10.1080/09243450600697242

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

Davies, P. (1999). The changing definition of business studies in the school curriculum.

Curriculum Journal, 10(1), 11–28. https://doi.org/10.1080/0958517990100103

Davies, P. (2006). Business, economics and enterprise: teaching school subjects 11-19: Vol. Teaching school subjects 11-19 series. Routledge. https://doi.org/10.4324/9780203488362

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

Deans for Impact. (2016a). The Science of Learning. http://www.deansforimpact.org/wp-content/uploads/2016/12/The_Science_of_Learning.pdf

Durden, Guy. (n.d.-a). Demonstrating progress in Economics and Business Studies: Making the starter the plenary. Teaching Business & Economics, 18(2), 20–21. https://search.proquest.com/docview/1553418843?rfr_id=info%3Axri%2Fsid%3Aprimo

Durden, Guy. (n.d.-b). Starting from where they start. Teaching Business & Economics, 18 (1), 20–21. https://search.proquest.com/docview/1538260975?rfr_id=info%3Axri%2Fsid%3Aprimo

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

Eraut, M. (1994). Developing professional knowledge and competence. Falmer. https://doi.org/10.4324/9780203486016

Ericsson, K. A., Krampe, R. T., & Tesch-R?mer, C. (1993). The role of deliberate practice in the acquisition of expert performance. Psychological Review, 100(3), 363–406. https://doi.org/10.1037/0033-295X.100.3.363

Ericsson, K. A., Krampe, R. T., & Tesch-Römer, C. (1993). The role of deliberate practice in the acquisition of expert performance. Psychological Review, 100(3), 363–406. https://doi.org/10.1037/0033-295X.100.3.363

Flórez, M. T., & Sammons, P. (2013). Assessment for learning: effects and impact. CfBT Education Trust. https://www.educationdevelopmenttrust.com/EducationDevelopmentTrust/files/5a/5a6d6203-ec49-4d33-9c5d-42c188184807.pdf

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

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

Great Britain. Department for Education and Skills. (2004). Pedagogy and practice : teaching and learning in secondary schools: Unit 12: Assessment for learning: Vol. Guidance. DfES Publications. http://dera.ioe.ac.uk/5676/

Hattie, J. (2009). Visible learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge. https://doi.org/10.4324/9780203887332

Hattie, J. (2012). Visible learning for teachers: maximizing impact on learning. Routledge. https://doi.org/10.4324/9780203181522

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

Hirsch, E. D., Kett, J. F., & Trefil, J. (1987). Cultural literacy: what every American needs to know. Houghton Mifflin.

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

Howard-Jones, P. (2014). Neuroscience and Education: A Review of Educational Interventions and Approaches Informed by Neuroscience. https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/EEF_Lit_Review_NeuroscienceAndEducation.pdf?v=1629122602

Informed Choices. (n.d.). Russell Group. http://russellgroup.ac.uk/media/5457/informed-choices-2016.pdf

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), 7–16. https://doi.org/10.2390/jsse-v14-i4-1391
Jephcote, M., Abbott, I., & Economics and Business Education Association. (2005). Teaching business education 14-19. David Fulton. https://doi.org/10.4324/9780203769171

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

Kirschner, P. A., Sweller, J., & Clark, R. E. (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), 75–86. https://doi.org/10.1207/s15326985ep4102_1

Knapton, Helena. (n.d.). Preparing for teaching new subjects. Teaching Business & Economics, 17(1), 10–12. https://search.proquest.com/docview/1315744561?rfr_id=info%3Axri%2Fsid%3Aprimo

Ko, J., Sammons, P., & Bakkum, L. (2013). Effective teaching: a review of research and evidence. CfBT Education Trust report. https://www.educationdevelopmenttrust.com/our-research-and-insights/research/effective-teaching

Lemov, D. (2015). Teach like a champion 2.0: 62 techniques that put students on the path to college (Second edition). Jossey-Bass. https://ebookcentral.proquest.com/lib/ucl/detail.action?docID=1895720

Lines, D. (2000). Business and economics: The challenge of curriculum recognition. In School subject teaching: the history and future of the curriculum (pp. 238–266). Kogan Paul. https://doi.org/10.4324/9781315827797

Lyons, A. (2015). Enterprise for All. http://www.schools.norfolk.gov.uk/view/NCC167511

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

Moore, A. (2012). Models of Teaching and Learning. In Teaching and learning: pedagogy, curriculum and culture (Second edition, pp. 1–32). Routledge. https://contentstore.cla.co.uk/secure/link?id=4190a2c9-6d1b-e711-80c9-005056af4099

Muijs, D. (2011a). Effective teaching: evidence and practice (3rd ed). SAGE.

Muijs, D. (2011b). Effective teaching: evidence and practice (3rd ed). SAGE.

Muijs, D. (2011c). Effective teaching: evidence and practice (3rd ed). SAGE.

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

Ofsted. (2013). Unseen Children – access and achievement 20 years on. https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/379157/Unseen_20children_20-_20access_20and_20achievement_2020_20years_20on.pdf

Ofsted. (2014). Low-level disruption in classrooms: below the radar - GOV.UK. https://www.gov.uk/government/publications/below-the-radar-low-level-disruption-in-the-countrys-classrooms

Ofsted. (2016b). Helping disadvantaged young children: how good are local authorities and early years providers? - GOV.UK. https://www.gov.uk/government/publications/helping-disadvantaged-young-children-ofsted-thematic-report

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

Pashler, H., McDaniel, M., Rohrer, D., & Bjork, R. (2008). Learning Styles. Psychological Science in the Public Interest, 9(3), 105–119. https://doi.org/10.1111/j.1539-6053.2009.01038.x

Petty, G. (2009). Evidence-based teaching: a practical approach (2nd ed). Nelson Thornes. http://www.vlebooks.com/vleweb/product/openreader?id=UCL&isbn=9781408507100

Petty, G. (2014a). Teaching today: a practical guide (5th ed). Oxford University Press.

Petty, G. (2014b). Teaching today: a practical guide (5th ed). Oxford University Press.

Progress 8 and Attainment 8: Guide for maintained secondary schools, academies and free schools. (2017). Department for Education.

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

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), 69–86. https://doi.org/10.1080/1363908022000032894

Richard Pring. (2012). The life and death of secondary education for all. https://www.taylorfrancis.com/books/9780203095157

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

Schmidt, H. G., Loyens, S. M. M., Van Gog, T., & Paas, F. (2007). Problem-Based Learning Compatible with Human Cognitive Architecture: Commentary on Kirschner, Sweller, and Clark (2006). Educational Psychologist, 42(2), 91–97. https://doi.org/10.1080/00461520701263350

Selient, Hala. (n.d.). Sir - do you speak a different language? Teaching Business & Economics, 4(1), 22–27. https://search.proquest.com/docview/231299533?rfr_id=info%3Axri%2Fsid%3Aprimo

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

Stobart, G. (2014). The expert learner: challenging the myth of ability. Open University Press. http://ucl.eblib.com/patron/FullRecord.aspx?p=1630542

Sweller, J., Kirschner, P. A., & Clark, R. E. (2007). Why Minimally Guided Teaching Techniques Do Not Work: A Reply to Commentaries. Educational Psychologist, 42(2), 115–121. https://doi.org/10.1080/00461520701263426

The Royal Society. (2011). Brain Waves 2: Neuroscience: implications for education and lifelong learning. https://royalsociety.org/topics-policy/projects/brain-waves/education-lifelong-learning/

Turner-Bisset, R. (2001). Expert teaching: knowledge and pedagogy to lead the profession. David Fulton. https://doi.org/10.4324/9781315068961

Watkins, Chris. (n.d.). Care and Control: the group management perspective. Pastoral Care in Education, 6, 2–9. https://www.academia.edu/11023486/Care_and_Control_the_group_management_perspective

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

Wiliam, D. (2011a). Embedded formative assessment. Solution Tree Press.

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

Wiliam, D. (2018). Embedded Formative Assessment: (Strategies for Classroom Assessment That Drives Student Engagement and Learning) (2nd ed). Solution Tree. https://ebookcentral.proquest.com/lib/ucl/detail.action?docID=5105912

Willingham, D. (2008a). Ask the Cognitive Scientist, What Is Developmentally Appropriate Practice?, Daniel T. Willingham, Summer 2008, American Educator, AFT - willingham_1.pdf. In American Educator: Vol. Summer 2008 (pp. 34–39). https://www.aft.org/sites/default/files/periodicals/willingham_1.pdf

Willingham, D. (2008b). Ask the Cognitive Scientist: What Will Improve a Student's Memory? In American Educator: Vol. Winter 2008-2009 (pp. 17–25). https://www.aft.org/sites/default/files/periodicals/willingham_0.pdf

Willingham, D., & Daniel, D. (2012). Teaching to what students have in common. Educational Leadership: For Each to Excel, 69(5), 16–21. http://www.ascd.org/publications/educational-leadership/feb12/vol69/num05/Teaching-to-What-Students-Have-in-Common.aspx

Wood, D. (1998). How children think and learn: the social contexts of cognitive development: Vol. Understanding children's worlds (2nd ed). Blackwell. http://www.vlebooks.com/vleweb/product/openreader?id=UCL&isbn=9781444393040

Young, M. (2011). What are Schools For? http://www.fpce.up.pt/ciie/revistaesc/ESC32/ESC32_Arquivo.pdf

Young, M. F. D. (2008). Bringing knowledge back in: from social constructivism to social realism in the sociology of education. Routledge. https://doi.org/10.4324/9780203073667