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English and Its Teachers offers a historical overview of the development of secondary English teaching in schools over the past 50 years. Initially charting the rise of a new progressive approach in the 1960s, the book then considers the implications for the subject and its teachers of three decades of central policy intervention. Throughout, document and interview data are combined to construct a narrative that details the fascinating and, at times, turbulent history. The book is divided into two main parts – ‘ The age of invention ’ and ‘ The age of intervention ’ . The first of these sections details how innovative English teachers and academics helped to develop a new model. The second section explores how successive governments have sought to shape English through policy. A final part draws comparisons with the teaching of the subject in other major English-speaking nations and considers what the future might hold. English and Its Teachers is a valuable resource for those interested in the teaching of English in secondary schools, from new entrants to the profession, to experienced teachers and academics working in the sector.

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With increasing numbers of learners in secondary schools having English as an additional language, it is crucial for all teachers to understand the learning requirements of these students and plan distinctive teaching approaches to engage and support them. This book provides school leaders, trainee teachers and qualified teachers with the skills and practical knowledge they need to strengthen the learning outcomes of students for whom English is an additional language. Teaching English as an Additional Language in Secondary Schools sets out realistic ways in which EAL learners can be engaged and stretched in their learning, building on their prior literacy, cultural experiences and language learning. It clearly explains the theory and key research into how additional languages are acquired and offers practical classroom teaching and learning strategies to show teachers how they can help EAL learners to access the curriculum and reflect on their learning through assessments. Features include: tasks to help put the ideas into practice case studies illustrating the key challenges faced by EAL learners summaries of key research findings reflections to encourage deeper thinking. Drawing on the daily experiences of teachers and teaching assistants, this book will be essential reading for all trainee and practising teachers that want to ensure students with EAL fulfil their true learning potential.

The debate over whether class size matters for teaching and learning is one of the most enduring, and aggressive, in education research. Teachers often insist that small classes benefit their work. But many experts argue that evidence from research shows class size has little impact on pupil outcomes, so does not matter, and this dominant view has informed policymaking internationally. Here, the lead researchers on the world ’ s biggest study into class size effects present a counter-argument. Through detailed analysis of the complex relations involved in the classroom they reveal the mechanisms that support teachers ’ experience, and conclude that class size matters very much indeed. Drawing on 20 years of systematic classroom observations, surveys of practitioners, detailed case studies and

extensive reviews of research, Peter Blatchford and Anthony Russell contend that common ways of researching the impact of class size are limited and sometimes misguided. While class size may have no direct effect on pupil outcomes, it has, they say, significant force through interconnections with classroom processes. In describing these connections, the book opens up the everyday world of the classroom and shows that the influence of class size is everywhere. It impacts on teaching, grouping practices and classroom management, the quality of peer relations, tasks given to pupils, and on the time teachers have for marking, assessments and understanding the strengths and challenges for individual pupils. From their analysis, the authors develop a new social pedagogical model of how class size influences work, and identify policy conclusions and implications for teachers and schools.

'A splendid read. Via interviews with several Secretaries of State for Education and a supporting analytical commentary, Education Policy provides a fascinating insight and historical appraisal of English policy rationale' -Dr David Kitchener, Reader in Education, University of Bolton 'This book should be compulsory reading, not only for people interested in the history of education policy but also for policy makers, to remind them of what has gone before' -Dr Andrew Townsend, University of Nottingham From Butler to Balls and beyond, this essential book illuminates educational issues in England and Wales since WWII, drawing on extensive documentary evidence. Inside you will find in-depth interviews with former Secretaries of State for Education and other key decision-makers, including: - Ed Balls - David Blunkett - Michael Gove - Alan Johnson - Ruth Kelly The interviews cover the historical context of their period of office and the lasting legacy of their policies. This is a must-read for Masters-level students on Education courses and PGCE programmes, and will be valuable to undergraduates studying modern history and social policy. Ian Abbott is Director of the Warwick Institute of Education. Mike Rathbone was previously Director of Continuing Professional Development in the Institute of Education. Phil Whitehead is the course leader for the secondary PGCE (Teach First). All are at the University of Warwick.

As the number of children for whom English is an Additional Language in schools increases, how do teachers and trainees prepare to support them to succeed? This text is their toolkit. A complete guide to understanding, learning from and teaching bilingual and EAL children in schools. The text begins by asking who are EAL learners and challenges some of the misconceptions about this group. It goes on to examine language in depth, providing focused theory to help teachers and trainees better understand the wider context of children's needs. This theory is supported by a wealth of information on practical teaching strategies and resources in the promoting learning section. The text covers planning across the curriculum for EAL, assessing EAL and bilingual learners and classroom organisation, offering day-to-day practical support for teachers. New to this second edition is a chapter on Using home languages and cultures in learning as well many new case studies from practising teachers offering insight and knowledge on teaching this particular group.

Life is tough and cheerless for Billy Casper, a disillusioned teenager growing up in a small Yorkshire mining town. Violence is commonplace and he is frequently cold and hungry. Yet he is determined to be a survivor and when he finds Kes, a kestrel hawk he discovers a passion in life. Billy identifies with her proud silence and she inspired in him the trust and love that nothing else can. Intense and raw and bitingly honest, A KETREL FOR A KNAVE was first published in 1968 and was also made into a highly acclaimed film, 'Kes', directed by Ken Loach.

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