

*Scotland, LA or School designed Resources*

- Maths for Scotland (Maths)
- Highland Literacy Progression (Literacy)
- Dyslexia Toolkit (Literacy)
- Linguistic Phonics (Literacy)
- SHANNARRI (HWB)
- RSPH (HWB)

*Experts*

- CL (Numeracy)
- LX (Literacy)
- SP (Literacy)
- BC (Art)
- JB (Science)
- PD (Practice)
- BC and GL (Practice)
- JH (Practice)
- SC (Practice)

*Commercial/Non-commercial Organisations*

- Abacus (Maths)
- Leckie and Leckie (Maths)
- Heinemann (Maths)
- Read, Write Inc. (Literacy)
- Nelsons (Literacy)
- Collins (Literacy)
- Storyworlds (Literacy)
- Jolly Phonics (Literacy)
- Phonics Bug (Literacy)
- Sound Reading System (Literacy)
- Emotion Works (HWB)
- LEGO (Robotics)
- Charanga (Music)
- UNICEF (Values)

**The School Curriculum**

*Research-based Frameworks or Approaches*

- Play pedagogy
- Visible Learning
- Formative Assessment
- Maslow's Hierarchy of Needs
- Bronfenbrenner's ecological systems

# Teacher Agency And Curriculum Making In The Classroom

**ML Yell**



## **Teacher Agency And Curriculum Making In The Classroom:**

Teacher Agency and Curriculum Making in Classrooms Cynthia L. Paris, 1993-01-01 Based on a two year ethnographic study of K 4 teachers Teacher Agency and Curriculum Making in Classrooms grew out of one question what might transpire if teachers were granted greater authority and autonomy in curriculum matters The author clearly describes then analyses the experiences of four teachers as they create adapt and revise their own word processing curriculum but the issues she addresses are far broader Dr Paris locates her case studies in their complex physical historical interpersonal and ideological contexts She then demonstrates how the process of curriculum change is neither linear nor predictable but is recursive episodic and characterised by individual experimentation discovery and learning *Competency-Based Teacher Education for English as a Foreign Language* Amber Yayin Wang, 2021-11-25 Providing a series of chapters written by teacher educators in three continents this edited volume explores the concepts challenges possibilities and implementations of competency based instruction for developing English competencies in English as a foreign language EFL contexts Recent trends in education have emphasized the need to develop competencies that connect learning with real life performances This need has brought about a massive increase in the number of studies and scholarly works devoted to research into competency based education However for teachers and learners of EFL it is challenging to develop competencies for using a language that does not seem to connect with their real life scenarios The chapters apply the concept of competency based instruction in different EFL contexts and are structured around three themes Theory current thoughts on theories of competency based education Research empirical research on competency based teacher education Practice integrating competency based instruction into teacher education This book offers examples of competency based EFL teacher education through both research and practical applications In addition to the innovation in competency approaches the inclusion of language learning in virtual environments offers a valuable resource for scholars educators researchers and all those concerned with current and future education **The BERA-Sage Handbook of Research-Informed Education Practice and Policy** Dominic Wyse, Vivienne Baumfield, Nicole Mockler, Martin Reardon, 2025-06-19 One of the most pressing topics worldwide is how we can improve education to enhance people s life chances The BERA Sage Handbook of Research Informed Education Practice and Policy 2 Vol offers an in depth exploration of the ways in which education research intersects with and can lead to improvements in education Through detailed examinations of educational policies practices values and research methodologies the handbook navigates the complexities inherent in educational systems and in so doing presents a unique new picture of education worldwide Volume One of the Handbook set focuses on Understanding Research Informed Education and Volume Two focuses on how to implement it Across six parts and fifty two chapters the authors and editors explore a myriad of critical topics including using research to promote equity within education systems rethinking pedagogy and knowledge mobilisation through practitioner led inquiry New developments in aspects such as systematic

approaches to research synthesis are presented by world leading experts Authors of the chapters draw from many different sources to provide a comprehensive understanding of education including perspectives from the arts humanities natural sciences and social sciences This understanding combines cutting edge education research and scholarship to provide insights into how education is enacted in countries and institutions through policy and practice Featuring a truly diverse team of scholars to account for global perspectives the BERA Sage Handbook of Research Informed Education Practice and Policy 2 Vol is an invaluable resource for scholars researchers students and practitioners who are interested in the new frontiers in education research policy and practice Volume One Understanding Research Informed Education Part One Defining and Theorising Research Informed Education Part Two Methodological Debates in the Field Part Three International Comparison and Educational Policy Volume Two Implementing Research Informed Education Part Four Effective policy and practice in national contexts Part Five Curriculum pedagogy and assessment Part Six Practitioners and learners as researchers

*Teacher Agency* Mark Priestley, Mark R. Priestley, Gert Biesta, Sarah Robinson, 2015-10-22 Recent worldwide education policy has reinvented teachers as agents of change and professional developers of the school curriculum Academic literature has analyzed changes in how teacher professionalism is conceived in policy and in practice but Teacher Agency provides a fresh perspective on this issue drawing upon an ecological theory of agency Using this model for understanding agency Mark Priestley Gert Biesta and Sarah Robinson explore empirical findings from the Teacher Agency and Curriculum Change project funded by the UK based Economic and Social Research Council ESRC Drawing together this research with the authors international experiences and perspectives Teacher Agency addresses theoretical and practical issues of international significance The authors illustrate how teacher agency should be understood not only in terms of individual capacity of teachers but also in respect of the cultures and structures of schooling

*International Handbook on Education Development in the Asia-Pacific* Wing On Lee, Phillip Brown, A. Lin Goodwin, Andy Green, 2023-11-20 The Springer International Handbook of Educational Development in Asia Pacific breaks new ground with a comprehensive fine grained and diverse perspective on research and education development throughout the Asia Pacific region In 13 sections and 127 chapters the Handbook delves into a wide spectrum of contemporary topics including educational equity and quality language education learning and human development workplace learning teacher education and professionalization higher education organisations citizenship and moral education and high performing education systems The Handbook is grounded in specific Asia Pacific contexts and scholarly traditions using unique country specific narratives for example Vietnam and Melanesia and socio cultural investigations through lenses such as language identity or colonisation while offering parallel academic discourse and analyses framed by broader policy commentary from around the world

Teacher Agency and Policy Response in English Language Teaching Patrick C. L. Ng, Esther F. Boucher-Yip, 2016-08-05 The role of English in the global arena has prompted official language in education policy makers to adopt language education policies to enable its

citizens to be proficient in English and to access knowledge Local educational contexts in different countries have implemented English education in their own ways with different pedagogical goals motivations features and pedagogies While much of the research cited in English language planning policy has focused on macro level language policy and planning there is an increasing interest in micro planning in particular teacher agency in policy response Individual teacher agency is a multifaceted amalgam not only of teachers individual histories professional training personal values and instructional beliefs but also of how these interact with local interpretations and appropriations of policy Teacher Agency and Policy Response in English Language Teaching examines the agency of the teacher in negotiating educational reforms and policy changes at the local and national levels Chapters in the book include English language teaching in China teacher agency in response to curricular innovations Incorporating academic skills into EFL curriculum teacher agency in response to global mobility challenge Teacher agency the native nonnative dichotomy and English Classes in English in Japanese high Schools Teacher designed high stakes English language testing washback and impact This book will appeal to researcher across all sectors of education in particular key stakeholders in curriculum and language planning Those interested in the latest development of English language teaching will also find this book a valuable resource **School Education** ,1889

*The Journal of Education* ,1893 **Common School Education and Teachers World** ,1891 **Wisconsin Journal of Education** ,1894 *New England Journal of Education* Thomas Williams Bicknell,Albert Edward Winship,Anson Wood Belding,1900 *American Physical Education Review* ,1923 Includes abstracts of magazine articles and Book reviews

**Southwestern Journal of Education** ,1890 **New England Journal of Education** ,1897 *American Education* ,1900 **Teacher Agency, Professional Development and School Improvement** Judy Durrant,2019-11-21 Highlighting the role of teachers in school change Teacher Agency Professional Development and School Improvement explores the important related issues of professional identity teacher self efficacy leadership and autonomy in the context of contested improvement agendas Providing analytical frameworks and practical models this book Offers examples of projects programmes and narratives to illustrate the role of teachers in school change Invites readers to reconceptualise professional development and re imagine school improvement Focuses on enabling teacher agency as the foundation for improvement Emphasises the importance of human agency to influence environments lives and learning Provides strategies for improvement with integrity amidst powerful accountability requirements and external forces for change At the heart of this book is a fresh perspective on schooling in which teacher agency is considered a fundamental dimension of professional development and key to school improvement This raises necessary and challenging questions about purposes and processes in education With practical ideas and strategies that can be used to inform and evaluate practice and policy Teacher Agency Professional Development and School Improvement is essential reading for headteachers and teachers wishing to lead changes to improve their school and for teacher educators who support them *Journal of Health, Physical Education,*

*Recreation* ,1954      **Northwest Journal of Education** ,1900      *The National Union Catalog, Pre-1956 Imprints* ,1978  
American Journal of Education ,1897

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