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A layman's guide to education in a 90 minute read

This fully updated fifth edition of Learning to Teach Physical Education in the Secondary School is a comprehensive, yet accessible guide for all student secondary physical education teachers. Practical and insightful advice is combined with theory and research to support you in developing as a student teacher. This core text is an ideal guide to support you in developing your knowledge for teaching, your basic teaching skills and your ability to reflect critically on what you are doing and why, enabling you to cope in a range of teaching situations. Including updated material to cover changes in policy and practice, curriculum and assessments, the fifth edition of this essential textbook focuses on: Starting and developing your teaching journey Planning, teaching and evaluating physical education lessons for effective pupil learning Looking beyond your teacher education. New chapters include Essential knowledge bases for teaching physical education Guidance on using digital technologies Health in the physical education lesson Written with university and school-based initial teacher education in mind, Learning to Teach Physical Education in the Secondary School is an essential source of support and guidance for all student physical education teachers embarking on the challenging journey of developing as an effective teacher.

This is one of the few books to effectively blend together research, theory and practical pedagogy and link this directly with the context of teaching English to adults. There are reflective tasks throughout, which encourage you to develop and apply your theoretical knowledge to your own experiences.

This book addresses strategies for teaching and recording achievement as well as exploring ways in which students learn. Readers are invited, through a case study approach, to consider differing student needs and how they might be served within FE.

First published in 1924, 'Which School?' brings together in one volume a wide range of information and advice, updated annually, on independent education for children up to the age of 18 years.

This book introduces trainee secondary school teachers to a range of key professional issues, knowledge to underpin their course.

This is an informative, engaging and accessible book about teaching that covers a broad range of content without being superficial.

Becoming a counsellor or psychotherapist is a transformative and life-changing experience. Some trainees manage this process well, while others struggle to come to terms with the personal impact of their training. In What You Really Need to Know about Counselling and Psychotherapy Training, Cathy McQuaid provides an in-depth but accessible guide to the processes of understanding individual motivations for wanting to undertake training and choosing the most appropriate course. Backed by extensive research, the book explains the training process from beginning to end, covering topics including: entry requirements, course curriculum and terms and conditions of training; the training relationship and group process; the challenges of training; the outcomes of counselling and psychotherapy training. McQuaid leads the reader through the process of choosing a course, working with the course leader and with a group of peers and considering potential employment prospects upon completion. Prompting the reader to consider their own personal, professional and educational needs within the framework of training, this is essential reading for anyone thinking of training as a counsellor or psychotherapist and for trainers and training course providers.

The teacher training framework, introduced in September 2007, requires all teachers in the post-16 sector to possess knowledge, understanding and personal skills to at least level 2 in the minimum core for language and literacy. Coverage and assessment of the core has to be embedded in all Certificate and Diploma courses leading to QTLS and ATLS status. This book is a practical guide to language and literacy for trainee teachers in the Lifelong Learning sector. It enables trainee teachers to identify and develop their own language and literacy skills and also to support their students' language and literacy.

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