

1.	Record Nr.	UNIBAS000022480
	Autore	Pajalich, Armando
	Titolo	Il bianco, il nero, il colore : cinema dell'Impero Britannico e delle sue ex-colonie (1929-1972) / Armando Pajalich
	Pubbl/distr/stampa	Firenze : <<Le>> Lettere, c2008
	ISBN	88-6087-126-3
	Descrizione fisica	288 p. : ill. ; 22 cm.
	Collana	Saggi
	Disciplina	791.43
	Soggetti	Colonialismo e cinema - Gran Bretagna
	Lingua di pubblicazione	Italiano
	Formato	Materiale a stampa
	Livello bibliografico	Monografia
2.	Record Nr.	UNINA9910779451003321
	Autore	Russell Anthony
	Titolo	Maximising the Impact of Teaching Assistants [[electronic resource]] : Guidance for school leaders and teachers
	Pubbl/distr/stampa	Hoboken, : Taylor and Francis, 2012
	ISBN	0-203-06928-5 1-283-89465-3 1-135-08605-2
	Descrizione fisica	1 online resource (121 p.)
	Altri autori (Persone)	WebsterRob <1976-> BlatchfordPeter
	Disciplina	371.14/124 371.14124
	Soggetti	EDUCATION / General EDUCATION / Special Education / General EDUCATION / Teaching Methods & Materials / General Teachers' assistants Education Social Sciences Theory & Practice of Education

Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di contenuto	Cover; Maximising the Impact of Teaching Assistants: Guidance for school leaders and teachers; Copyright; Contents; Introduction; 1. The Case for Change: Implications and Strategies; 2. Auditing the Deployment, Preparation and Practice of TAs; 3. The Deployment of TAs; 4. The Preparedness of TAs; 5. The Practice of TAs; 6. Conclusions; Appendices; Notes; References; Index
Sommario/riassunto	Teaching assistants have become an integral part of classroom life, yet pioneering research by the authors has shown that school leaders and teachers are not making the most of this valued resource. Results from the Deployment and Impact of Support Staff (DISS) project showed that the more support pupils received from teaching assistants, the less academic progress they made. Yet it is not decisions made by the teaching assistants themselves, but decisions made by school leaders and teachers about how their support staff are used and prepared, which explains these provocative results.