

1. Record Nr.	UNINA9910781697803321
Autore	Kloppenborg John S. <1951->
Titolo	Greco-Roman associations : texts, translations, and commentary : Attica, Central Greece, Macedonia, Thrace // John S. Kloppenborg, Richard S. Ascough
Pubbl/distr/stampa	Berlin ; ; New York, : De Gruyter, c2011
ISBN	1-283-40026-X 9786613400260 3-11-025346-1
Descrizione fisica	1 online resource (524 pages) : maps
Collana	Beihefte zur Zeitschrift fur die neutestamentliche Wissenschaft und die Kunde der alteren Kirche, , 0171-6441 ; ; Bd. 181
Classificazione	BC 8050
Altri autori (Persone)	AscoughRichard S
Disciplina	938
Soggetti	Associations, institutions, etc - Greece Associations, institutions, etc - Rome Social structure - Greece Social structure - Rome Civilization, Greco-Roman Inscriptions, Greek Inscriptions, Latin Greece Social conditions To 146 B.C Sources Rome Social conditions 510-30 B.C Sources
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references and indexes.
Nota di contenuto	Frontmatter -- Foreword -- Contents -- Bibliographical Note -- Sigla -- Abbreviations -- Calendars -- Glossary -- Maps -- Introduction -- ATTICA -- CENTRAL GREECE -- MACEDONIA -- THRACE -- Bibliography -- Indexes -- Concordance of Inscriptions
Sommario/riassunto	Private associations organized around a common cult, profession, ethnic identity, neighbourhood or family were common throughout the Greco-Roman antiquity, offering opportunities for sociability, cultic activities, mutual support and a context in which to display and recognize virtuous achievement. This volume collects a representative selection of inscriptions from associations in Attica, Central Greece,

Macedonia, Thrace, published with English translations, brief explanatory notes, commentaries and full indices. This volume is essential for several areas of study: ancient patterns of social organization; the organization of diasporic communities in the ancient Mediterranean; models for the structure of early Christian groups; and forms of sociability, status-displays, and the vocabularies of virtue.

2. Record Nr.	UNINA9910785896703321
Autore	Cowdray Mike
Titolo	Children's Learning in Primary Schools [[electronic resource]] : A guide for Teaching Assistants
Pubbl/distr/stampa	Hoboken, : Taylor and Francis, 2012 London ; ; New York : , : Routledge, , 2012
ISBN	1-283-60530-9 9786613917751 1-136-28045-6 0-203-11193-1
Descrizione fisica	1 online resource (265 p.)
Disciplina	371.14/1240941 371.141240941 372.13
Soggetti	EDUCATION / Elementary EDUCATION / General EDUCATION / Special Education / General Education, Elementary - Great Britain Teachers' assistants - Great Britain 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 bibliografia	Includes bibliographical references and index.
Nota di contenuto	Cover; Title; Copyright; Contents; Acknowledgements; 1 An

Introduction; Primary education - a starter kit; But let's talk about you . . . ; What does the book contain?; How is the book arranged?; How do we know if we are doing a good job?; 2 Different Types of Learning; What are primary schools trying to achieve?; What are we trying to do in lessons?; Subject-based learning; Transferable skills, qualities and attitudes; Bringing these types of learning together; Where do national guidelines fit in?; With so many different types of learning, how do we go about teaching? Which is the most important type of learning? Enjoying experiences; 3 Barriers to Learning; What barriers are we talking about?; Children who might have a difficult start to school life; Children whose first language is not English; Children with a special need; Personalized learning and individual programmes; How can we best support children with special needs?; 4 Before the Subjects Begin: The Early Years; The world isn't made of subjects; Where do we begin?; What important things do the children learn in this early stage of their school career?; In the classroom; 5 Art, Craft and Design; What are art, craft and design really about? Observational skills and describing what we see; Understanding and appreciating other people's art, craft and design; Doing art, craft and design; Materials, media, tools, techniques and processes; Transferable skills and personal qualities; 6 Citizenship; What is Citizenship really about?; The rich variety of cultures that make up our society; How the actions of one person are likely to affect others; How decisions are made in society; The importance of having good laws and abiding by them; Knowledge, understanding, skills, personal qualities and attitudes; How is Citizenship taught in schools?; 7 Design and Technology; What is Design and Technology really about?; Technology in society; What is included in Design and Technology in the primary school?; How Design and Technology usually happens; The Design and Technology process in the primary classroom; Additional notes on particular aspects of Design and Technology; 8 English; What are English lessons really about?; Language helps us to think clearly and learn faster; Language helps us to communicate with other people; Standard English - overcoming cultural differences; Speaking and listening; Writing; Reading; Drama and role-play; Exploring English; The power of language; 9 Geography; What is geography really about?; What do the children actually learn about?; Geographical skills and enquiry; The broader aims of geography; 10 History; What is history really about?; What do the children learn about in their history lessons?; What skills do the children use to find out about the past?; Measuring time (chronology); Local history; History's breadth; 11 Information and Communication Technology (ICT); What is ICT really about?

Sommario/riassunto

What does learning look like? What are different subjects really about? Why are transferable skills so important? How can we overcome the difficulties that children encounter in their learning? And what questions and prompts are likely to prove useful in helping children to get the most out of their lessons? The over-arching role of Teaching Assistants is to support teaching and learning in schools. To do this effectively, they need to understand the curriculum content of all the subjects in which they provide support and know what learning outcomes are sought. This accessible
