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Titolo	Getting into primary teaching // edited by David Owen & Cathy Burnett
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Disciplina	372.11024
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Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references at the end of each chapters and index.
Nota di contenuto	Cover; Half-title; Series information; Title page; Copyright information; Table of contents; Meet the editors; Meet the authors; Series editor's introduction; Acknowledgements; 1 Introduction; Structure and content of the book; 2 Why teach?; Introduction; What's involved in teaching?; Being professional; What will you teach?; Teaching as teamwork; Multi-agency working; Where might you teach?; The rewards and challenges of teaching; What next? Further career opportunities; Conclusion; 3 Preparing to apply for a teacher preparation programme; Introduction What routes into teaching can you follow? Undergraduate teacher preparation courses; Postgraduate teacher education courses; School Direct; Overseas training programme; The assessment-only route to QTS; Finding out more about primary teaching: which route is right for you?; Gaining school experience; Learning from school experience; Writing a personal statement; Question 1; Question 2; Question 3; Question 4; Question 5; Evidencing subject knowledge in English and mathematics; Mathematics; English; Preparing for and taking the Professional Skills tests; The literacy skills test; Spelling Punctuation Grammar; Comprehension; The numeracy skills test; Audio (mental arithmetic); On-screen questions; Resilience and professionalism - psychometric tests; The application process; Individual and group interviews; Presentations; Conclusion; 4 Learning

to be a teacher; Introduction; What is teaching?; What and who does a primary teacher teach?; Beliefs about teaching; Reflecting on teaching; Models of initial teacher preparation; Teachers' Standards; Part One: Teaching; A teacher must; TS1 Set high expectations which inspire, motivate and challenge pupils  
TS2 Promote good progress and outcomes by pupils  
TS3 Demonstrate good subject and curriculum knowledge; TS4 Plan and teach well-structured lessons; TS5 Adapt teaching to respond to the strengths and needs of all pupils; TS6 Make accurate and productive use of assessment; TS7 Manage behaviour effectively to ensure a good and safe learning environment; TS8 Fulfil wider professional responsibilities; Part Two: Personal and Professional Conduct; Collecting evidence to meet the Standards; Responsibilities; The participant's responsibility; The class teacher's responsibility  
The mentor's responsibility  
Being assessed against the Teachers' Standards; Conclusion; 5 Developing subject knowledge in English; Introduction; Language and literacy in daily life; Acknowledging children's experiences of language and literacy; The curriculum for English; Speaking and listening; The teaching of reading; The use of children's literature; The teaching of early reading and phonics; The role of phonics in the teaching of early reading; The teaching of writing; Providing purposeful and motivating contexts for writing  
Digital technology and its influence on ways of reading and writing

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Sommario/riassunto

Essential reading if you are considering making an application for primary initial teacher education or preparing to begin your programme.

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