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| Nota di contenuto       | Cover; Title; Copyright; Contents; List of Illustrations; Preface; Acknowledgements; 1 Introduction; The Professional Context; The Personal Context; The Conceptual Context; 2 Stories of Teachers' Development; Introduction; Angela; Brenda; Chris; Kay; Lesley; Steve; 3 Individual Characteristics of Development; Looking Closer at Individualities; Extracts from my Observational Notes of the Session; Issues Raised by this Vignette; Improved Scientific Learning and Changes in Chris's Teaching; Kay and the 'White Powders' Episode; An Early Aspect of Lesley's Development: Seeing is Believing |

Saying What you Mean and Meaning What you Say Towards a Better Understanding of Action Inquiry; Steve's Use of Zigzagging in his Action Research; Steve's Use of a Diary for Reflective Learning; Summary; 4 Common Characteristics of Development; Introduction; Searching for Commonalities; Starting Points for Personal Professional Development; Early Stages of Personal Professional Development; The Impact of the Tutor's Visit to the Course Member's Classroom; Developments During the Later Stages of the Course; The Concluding Stage of the Course; 5 Describing, Enabling and Assessing Development  
My Personal Professional Development Professional Autonomy; Implications for Course Design; Assessing Personal Professional Development; 6 Development through Action Research; Epistemological Considerations; An Inquiry Model of Professional Development; Pedagogy and Course Design for Enabling Personal Professional Development; Assessment; Conclusion; References; Index

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Sommario/riassunto

Dominant theories about primary science contend that knowledge is the key. Ovens challenges this view, showing, through case studies, that inquiry and reflection play a significant part in the learning process. This applies to pupils, teachers and teacher educators. Taking curiosity as a pre-condition for good learning, Ovens shows that it is possible to increase the desire to learn more and learn better, to improve confidence in the ability to inquire, to imbue pupils with the courage to seek improvement, to place trust in collaborative processes, to raise awareness of significant detail and

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