

1. Record Nr.	UNINA9910826873403321
Titolo	Assessing and accrediting children's personal and social development : measuring the unmeasurable // edited by Sally Inman, Martin Buck and Helena Burke
Pubbl/distr/stampa	London ; ; Washington, D.C., : Falmer Press, 1998
ISBN	1-135-71101-1 0-203-98211-8 1-280-13984-6 1-135-71100-3
Edizione	[1st ed.]
Descrizione fisica	1 online resource (xiv, 190 pages)
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Disciplina	155.418 370.114
Soggetti	Child development Children
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Includes index.
Nota di contenuto	Book Cover; Half-Title; Title; Copyright; Contents; Acknowledgments; Preface; Introduction; Chapter 1 Personal and Social Development at the Crossroads; Chapter 2 Personal and Social Development within the National Context: A Review of Recent and Current Initiatives; Chapter 3 'It's Not a Good Time for Children'-Assessment Issues within Personal and Social Development; Chapter 4 Learning Outcomes for Personal and Social Development; Chapter 5 Educating for Personal and Social Development: A Question of Discipline?; Chapter 6 A Curriculum Framework for Personal and Social Development A National Project; Chapter 7 Value Development in the Early Years; Approaches Through Story; Chapter 8 Conferencing: Structured Talk and PSD in the Secondary School; Chapter 9 Conferencing in the Primary School: Possibilities and Issues; Chapter 10 Researching Assessment Practice in PSE: A Secondary Case Study; Postscript: Which Way Now?; Notes on Contributors; Index

Sommario/riassunto

Social and personal development of pupils is an area of growing interest. However, while much has been done in relation to provision for development, there is little available on how teachers might assess the development of pupils, be it spiritual, moral, social or cultural. The contributors also examine how we might accredit such development. With provision for development on the national agenda, this title looks at the repercussions and examines the difficult issues raised by assessment and accreditation - and the problems with which teachers will inevitably be faced.
