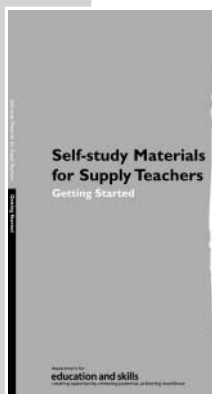


Guidance on using the written materials

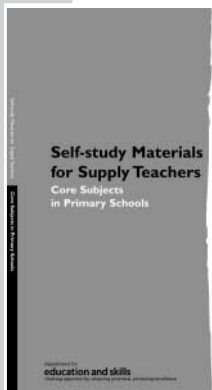
These materials contain a wealth of information – more than you are likely to need at any one time. They can be used as a reference tool that you can ‘dip into’ when you feel a little insecure about an educational initiative, or when you want to update your knowledge about a curriculum area.

This section explains the structure of the units and helps you to find your way around them so that you can select those sections that are most relevant to your needs. The contents of each book are listed below.



Getting Started

- Teacher learning and development
- Meeting the needs of all pupils: covers Inclusion, Special Educational Needs, Gifted and Talented and English as an Additional Language
- Professional responsibilities and legal liabilities
- Educational initiatives
- Useful acronyms

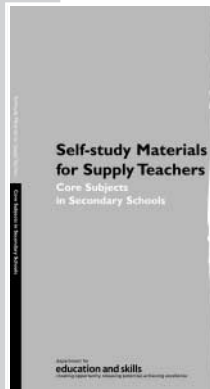


Core Subjects in Primary Schools

- The National Curriculum: includes the structure of the National Curriculum and explains programmes of study, attainment targets and level descriptions
- English
- Mathematics
- Science

Each of the three subject chapters deals with:

- the programme of study;
- assessment issues;
- effective teaching and learning of children in the foundation stage, key stage 1 and key stage 2
- The link between the English and mathematics National Curriculum Orders and the *Frameworks for teaching literacy and mathematics: Reception to Year 6*.

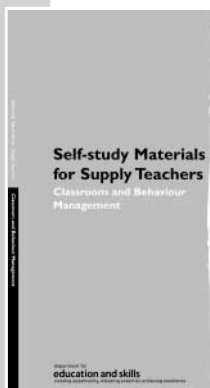


Core Subjects in Secondary Schools

- The National Curriculum: includes the structure of the National Curriculum and explains programmes of study, attainment targets and level descriptions
- English
- Mathematics
- Science

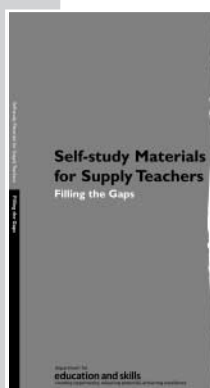
Each of the three subject chapters deals with:

- the programme of study;
- assessment issues;
- effective teaching and learning of children in key stages 3 and 4 and post-16;
- The link between the English and mathematics National Curriculum Orders and the *Frameworks for teaching English and mathematics: Years 7, 8 and 9*.



Classroom and Behaviour Management

- Models of effective teachers and learners
- Learning styles
- Planning and managing effective learning
- Planning for differentiation
- Working with other adults in the classroom
- Managing behaviour
- Strategies for managing behaviour
- Managing difficult situations
- School-based intervention to support individual children



Filling the Gaps

- The National Curriculum: implications of the revisions in 2000
- Key stages 1, 2, 3, 4 and post-16 implications of changes
- The foundation stage
- Personal, social and health education and citizenship at key stages 1, 2, 3 and 4
- Information and communication technology (ICT): includes
 - sections on key stages 1, 2, 3 and 4;
 - teacher knowledge and understanding;
 - planning;
 - assessment;
 - good practice.