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This book, Teaching Learners with Visual Impairment, focuses on holistic support to learners with visual impairment in and beyond the classroom and school context. Special attention is given to classroom practice, learning support, curriculum differentiation and assessment practices, to mention but a few areas of focus covered in the book. In this manner, this book makes a significant contribution to the existing body of knowledge on the implementation of inclusive education policy with learners affected by visual impairment.

What is the role of the mathematics specialist? What is deep subject knowledge in mathematics? What sort of pedagogical knowledge does a mathematics specialist need? How can you best support your colleagues to improve mathematics teaching and learning? Becoming a Primary Mathematics Specialist Teacher helps you explore the role of the specialist in promoting positive attitudes towards mathematics and developing the teaching and learning of mathematics in your primary school. Illustrated throughout with classroom-based examples and referenced to relevant research, it is designed to support your development as a reflective practitioner who can confidently review and develop practice in your own classroom, as well as challenge and move the whole school forward through collaborative professional development. Essential topics explored include: The nature of the role of the primary mathematics specialist Understanding how attitudes to mathematics evolve, and why it is crucial to challenge and change negativity What we mean by deep subject knowledge in primary mathematics Pedagogical knowledge of how mathematics is taught and

learned The skills of coaching and mentoring to support teachers and teaching assistants Unpicking the principles of progression for high quality teaching in all years groups The key features of deep subject knowledge and pedagogy in three areas of the curriculum: multiplication, time and data handling. Becoming a Primary Mathematics Specialist Teacher is an essential source of guidance and ideas for all primary school teachers aiming to achieve Mathematics Specialist status or already taking this role, those studying primary mathematics as a specialism and at masters level, and for all primary mathematics co-ordinators.

Study & Master Mathematical Literacy Grade 11 has been especially developed by an experienced author team according to the Curriculum and Assessment Policy Statement (CAPS). This new and easy-to-use course helps learners to master essential content and skills in Mathematical Literacy. The comprehensive Learner's Book includes: * thorough coverage of the basic skills topics to lay a sound foundation for the development of knowledge, skills and concepts in Mathematical Literacy * margin notes to assist learners with new concepts - especially Link boxes, that refer learners to the basic skills topics covered in Term 1, Unit 1-16 * ample examples with a strong visual input to connect Mathematical Literacy to everyday life.

By the Consortium for Mathematics and Its Applications.

Why do so many learners, even those who are successful, feel that they are outsiders in the world of mathematics? Taking the central importance of language in the development of mathematical understanding as its starting point, Mathematical Literacy explores students' experiences of doing mathematics from primary school to university - what they think mathematics is, how it is presented to them, and what they feel about it. Building on a range of theory which focuses on community, knowledge, and identity, the author examines two particular issues: the relationship between language, learning, and mathematical knowledge, and the relationship between identity, equity, and processes of exclusion/inclusion. In this comprehensive and accessible book, the author extends our understanding of the process of gaining mathematical fluency, and provides tools for an exploration of mathematics learning across different groups in different social contexts. Mathematical Literacy's analysis of how learners develop particular relationships with the subject, and what we might do to promote equity through the development of positive relationships, is of interest across all sectors of education—to researchers, teacher educators, and university educators.

Arguing that traditional, test-based evaluation has a negative effect on many students, this book describes new methods of assessing student performance.

This book challenges traditional beliefs and practices of teaching 'written' mathematics in early childhood. It gives theoretical underpinnings and offers exciting insights and context to children's early mathematical thinking and in particular into children's mathematical graphics, showing how this supports their understanding of the abstract symbolic language of mathematics. Drawing on a wide range of examples, it illustrates and explains how children explore and communicate their mathematical thinking through their mathematical graphics, and how this begins in play. The book looks at the power of children's own marks, symbols and other graphical representations to convey meanings, exploring how they support complex thinking. The authors explore the relationship between children's play and meaning making. Rather than viewing mathematics as a separate subject or as a set of basic 'skills' to be transmitted, they demonstrate that in supportive learning cultures children develop their own mathematical thinking to solve problems. Key features include: Numerous new examples and case studies of children from birth to 8 years, highlighting the complexity and richness of children's thinking Explanation of pedagogical issues - showing how they can support rich play and mathematics Draws on the authors' latest research This book is valuable reading for students, teachers, primary mathematics coordinators' and all early years' professionals working in the Early Years Foundation Stage and Key Stage One.

The purpose of this book is to reach out to teachers, parents, coaches, and students who may be hoping to, or just investigating the possibility of, how to get started with robotics. At the same time, we hope to leverage the efforts of those who have been hard at work and "play" in this massive movement for many years, applaud their efforts, and provide them with documentation, support, and additional resources to reach further into the possibilities they can help create for all of us in bringing the power and potential of learning through robotics to more students, to the classroom and beyond. Not only does this book provide resources and firsthand insight into this exciting field, but it also provides one-of-a-kind perspectives of curricular applications of robotics for student learning.

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