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Pimp Your Lesson!: Prepare, Innovate, Motivate and Perfect
Isabella Wallace, Leah Kirkman.

A&C Black, Nov 20, 2007 -
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Kirkman, Leah. Nothing strikes

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the prospect of inspection. 'Pimp

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secrets to impressing the pants

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From Satisfactory to Outstanding: a hands-on guide to unashamedly pimping lessons for observation.

Get your assessment and differentiation up to scratch Integrate snappy starters and pimp your plenaries Create your own outstanding resources ...and don't forget your literacy and numeracy elements! The bestselling Pimp Your Lesson! reveals the secret to impressing the pants off your observers, whether they are your Head of Department, Headteacher, Mentor or - worst of all OFSTED! No smoke and mirrors required, this book provides practical and

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easy-to-implement guidance on embedding outstanding practice in your daily teaching, all written in the authors' witty and accessible style. This brand new edition provides updated advice on all aspects of outstanding teaching. The new 'Pimp your Progress' feature includes guidance on how to measure pupil progress in every lesson and the popular Poundland Pedagogy activities won't fail to get your students engaged! Pimp Your Lesson! will ensure your teaching is consistently outstanding so that you are prepared for inspection at a moment's notice and is a must read for all primary and secondary teachers eager to reach that outstanding grade. Join the conversation:

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Forgetfulness is a book about modern culture and its profound rejection of the past. It traces the emergence in recent history of the idea that what is important in human life and work is what will happen in the future. Francis O'Gorman shows how forgetting has been embraced as a requirement for modern existence and how our education, as well as life with fast-moving technology, further disconnects us from our pasts. But he also examines the cultural narratives that urge us to resist our collective amnesia. O'Gorman argues that such

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narratives, in rich but oblique ways, indicate our guilt about modernity's great unmooring from history. Forgetfulness asks what the absence of history does to our sense of purpose, as well as what belonging both to time and place might mean in cultures without a memory. It is written in praise of the best achievement and deeds of the past, but is also an expression of profound anxiety about what forgetting them is doing to us.

Designing a Continuing Professional Development (CPD) programme can be daunting. Whether you are looking to better your own practice or coach your colleagues, it can be hard to know where to start. But don't worry,

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The Bloomsbury CPD Library is here to help! Divided into two unique sections, Teach Yourself and Train Others, these books are perfect for individual teachers, middle leaders, and those looking to introduce whole-school CPD training programmes. Striving to become a middle leader in your school? Already in a middle leadership role but looking to excel? Then this book is for you! Taking an easy-to-follow, chronological approach this book takes you through the five stages of your middle leadership career, from interview preparation to those first steps in role. With a focus on long-term development and progression of practice you are also provided with evaluation strategies and questionnaires,

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plus a full set of training plans to run your own CPD sessions and help train other aspiring middle leaders. The book is accompanied by PowerPoint slides available to download online for free and in total, it offers 11 hours, 30 minutes of CPD, equating to a cost of just £2.00 per hour of training!

A - Z of Teaching provides an informative, engaging and accessible introduction to the art and craft of teaching, introducing you to a range of essential topics alongside some of the key ideas and key thinkers from the educational research literature. The topics covered range from practical teaching advice on areas such as questioning to

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Exploration of significant themes within education such as creativity. Each entry includes: An introduction to the topic with a definition of the term An exploration of key ideas within the topic Reference to the work of key thinkers who have explored the topic in the educational literature How these ideas apply in your day-to-day practice of teaching and learning A set of questions for you to consider as you seek to develop your pedagogy in a particular topic area Further reading and references, including links to relevant writings in other publications or online sources Teaching is a broad and complex activity so whether you are thinking about becoming a

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teacher, training to be a teacher, or a qualified teacher wishing to keep abreast of the latest thinking in the field, the ideas contained in this book will prove helpful and constructive as you seek to develop your teaching skills. "Every so often, a new idea unfolds that seems so deceptively simple that one wonders why it hasn't appeared before now: this is the case with A - Z of Teaching. Serving as a high-definition map of classroom teaching, it provides mentorship for survival and thriving in the profession. Comprehensive without being laboured, rich in concepts without succumbing to clutter, ingeniously economic in the identification of key themes without being trifling, Savage and

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Facilitate manage to distil the important and inspiring from vast amounts of theory, research and practical experience of teaching, and present the essential elements in a most accessible manner for early career teachers. More experienced educators will also find many gems to renew and inspire their practice. The approach is pragmatic whilst never seeking to trivialise the challenges of teaching or the vast amounts of extant theories. Most importantly, the reflective questions at the end of each section serve to provoke further thinking, research and action, thus contributing meaningfully to the development of effective and reflective teachers for contemporary schools." Regina

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Murphy, PhD, Senior Lecturer, St
Patrick's College, Dublin City
University, Ireland "The

construction of this book is very satisfying; it is so straightforward to access and simultaneously works at so many levels. Using the tried and tested structure of an A to Z listing, Jonathan Savage and Martin Fautley consider a number of highly significant aspects of education, pedagogy, and professional issues for teachers at all stages of their professional development. In their consideration of some 103 topics, they skilfully blend key theoretical underpinning with current practice in the classroom, making this book extremely useable by teachers in all sectors and age-phases. The range of

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topics makes this especially useful because it covers some big issues but also explores some less frequently covered things such as audience and elicitation. What I have found particularly helpful is the fact that, in this book, I readily recognise aspects of my own classroom practice in the overview of each topic, but I am encouraged and inspired to reflect more deeply on my professional development in the light of the collected wisdom and challenging questions. This book will be an invaluable tool for training and beginning teachers as well as for those with years of experience. The inclusion of key questions and further reading means that it can serve as a very accessible reference book, an

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aid memoir or as a stimulus for more detailed debate, discussion or professional development.

Consequently it will support the work of individuals, department or phase teams or even larger groups. The potential to individualise training and coaching by referring trainees to relevant entries is great. I will certainly want to use it when working with trainee teachers and also with teachers undertaking CPD and Masters qualifications. I look forward to Volume 2 appearing in the future." Simon Spencer, Birmingham City University, UK "I am delighted to welcome this brief but important compendium of the A - Z of Teaching written by Jonathan Savage and Martin Fautley,

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Authors with extensive experience of teaching. This book provides eloquent insights and distilled definitions of key terms and concepts in an introductory way that will inform, inspire, engage and help navigate through the maze of key terms which busy students in initial teacher education and practising teachers simply must read."

Pamela Burnard, Faculty of Education, University of Cambridge, UK "This is a very entertaining and well-structured resource, written in easy and accessible language. It contains a serious, carefully referenced introduction to a number of major issues encountered in the early stages of learning to teach. It will be equally useful for beginners or

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experienced teachers and mentors, as it gives practical guidance about some of the areas for discussion, coaching and assistance which commonly arise when learning to teach."

Professor Janet Hoskyns, Head of School: Education, Birmingham City University, UK

Teacher-talk is a powerful tool. But whilst we must embrace teacher-talk as vital, we must also bear in mind that not all teacher-talk is created equally... Long periods of talk will not always keep a class spellbound. We need other techniques on which we can draw to help pupils embed learning and make progress. After all, how can we be effectively checking progress and

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Understanding when it is we who are doing all the talking? How can we be certain that the sea of 'attentive' faces before us is not simply contemplating lunch? The solution is here: a vast bank of exciting, engaging, practical ways to allow learners to access and understand complex topics and skills without relentlessly bending their ears. Strategies which not only prevent pupils from being passengers in lessons, but which also make progress visible to both teacher and learner. In an entertaining and practical way, Talk-Less Teaching shows you how to encourage learners' responsibility for their own progress without compromising test results or overall achievement. Discover hundreds

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of tried and tested practical tips for helping pupils understand difficult concepts and learn new skills without developing lecture-laryngitis.

This book contains creative and imaginative tried-and-tested starters and plenaries for engaging students in all areas of a history lesson.

« La mémoire perdue examine comment et pourquoi nous en sommes venus à présumer qu'il nous faut vivre en nous passant de la plupart des récits - de récits complexes et riches, étranges et contradictoires, fondamentaux et difficiles, douloureux autant qu'instructifs, agréables autant que tristes. C'est un ouvrage qui

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s'interroge sur ce qui (comme Freud l'a bien montré) nous fait préférer voir l'histoire comme un trauma que la voir comme une richesse. Il analyse pourquoi la littérature, l'art et la musique du passé ne sont presque plus accessibles aux jeunes gens autrement que sous la forme de sujets d'épreuves scolaires ou universitaires, et, au-delà, n'ont guère d'utilité plus poussée, ni ne sont source de plaisir, de questionnements fructueux ou de sens. Il explore pour quelles raisons réfléchir sérieusement aux réalisations du passé est devenu l'apanage de quelques-uns, à l'égard de qui la modernité est en général soupçonneuse. Cette perte d'histoire se mesure en Occident à l'aune de la

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dégradation du goût (bien que, je le reconnais, on déplore une telle dégradation depuis que la notion même de goût existe) et de la compréhension des réalisations esthétiques et intellectuelles. Mais elle se mesure aussi à travers les multiples formes du déracinement moderne : solitude, exil, mal-être, absence symbolique et parfois littérale d'un foyer. Confrontés à l'oubli des idées et des êtres, et poussés seulement à s'efforcer d'atteindre des succès à venir qu'on présente comme s'ils étaient planifiés, les Occidentaux d'aujourd'hui habitent le séjour trépidant des égarés qui ne font qu'imaginer savoir vers quoi ils vont. » Francis O'Gorman est professeur à l'université de Lancaster. Il a

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publié vingt-trois livres, pour la plupart consacrés à la littérature anglaise, et est aussi l'auteur d'essais sur le même sujet ainsi que sur la musique et sur l'état actuel de l'enseignement supérieur en Grande-Bretagne.

Minerva Clark has never liked popular, bratty Chelsea de Guzman. But when Chelsea pleads with Minerva to help her locate a missing diamond, the prospect of a new mystery is just too irresistible to pass up, especially after Minerva learns the diamond is worth millions. Before long Minerva is doing what she does best: getting into trouble while getting to the bottom of things. And whether that includes digging through a

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day's worth of trash, tangling with some crooked animal shelter workers, dodging three mischievous corgis, or tracking a carrier pigeon with intestinal problems, Minerva is determined to get her man-and his best friend...

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