Junior Certificate Examination 2013

In this book, Joanna Baumgart offers a detailed and innovative account of how a mixed methods approach, combining corpus linguistics and discourse analysis, can shed light on educational practice. Corpus Linguistics and Cross-Disciplinary Action Research is based on a 22,000-word corpus of mathematics lessons in a multicultural secondary school in Ireland with the analysis of classroom data supported by insights from reflective meetings with the participating teacher. It demonstrates how examination of video recordings of lessons and reflective conversations facilitate discursive changes in the classroom and increase teacher awareness of classroom interaction. Throughout, the role of teacher talk is used as a model in the subject-specific discourse into which students are socialized. Baumgart also relates the story of a successful interdisciplinary approach to action research, thereby providing an example of how talk and interaction can be examined within wider educational contexts. Building on the premise of the key role which language, and talk in particular, plays in teaching and learning processes, this book will be of keen interest to teacher-educators as well as researchers in the fields of corpus linguistics, discourse analysis and educational linguistics.
The country has played a leading role in African affairs for decades, having been one of the first states to gain independence on the continent and serving as one of the key centres of pan-Africanism in the post-independence era. That role has continued in recent years, with Ghana playing a central part in regional organisations like ECOWAS and the African Union. Reliance on raw material exports, combined with an income-sensitive population and stubborn poverty levels in the northern regions of the country, have created complications, but Ghana has made significant progress in recent years and has begun to build the necessary foundations for long-term growth.
In recent years, there has been growing interest in the use of games to enhance learning across multiple educational levels, and extensive research has shown that games have considerable potential for enhancing learning, motivation and skills development. However, despite a growing acknowledgement of this potential, challenges remain and the use of games in formal education contexts remains far from mainstream. While some studies identify design and development issues as a key barrier – including associated costs – others highlight organisational and infrastructural difficulties involved in implementing games in the classroom. More recently, increasing recognition of these difficulties has led many to explore how gaming elements (rather than

fully fledged games) can be used to engage and enhance student learning – a practice now widely referred to as "gamification". This edited collection of chapters explores the application, potential and challenges of game-based learning and gamification across multiple disciplines and sectors, including psychology, education, business, history, languages and the creative arts. With contributions exploring the use of games across the full educational spectrum – from early childhood education, through to the corporate sector – it provides comprehensive insights into the potential of games and play for facilitating learning and engagement at every life stage.
This collection examines the relationships between a globalising neoliberal capitalism, a post-GFC environment of recession and austerity, and the moral economies of young people's health and well-being. Contributors explore how in the second decade of the 21st century, many young people in the OECD/EU economies and in the developing economies of Asia, Africa and Central and South America continue to be carrying a particularly heavy burden for many of the downstream effects of the 2008-09 Global Financial Crisis. The authors explore the ways in which increasing local and global inequalities often have profound consequences for large populations of young people. These consequences are not just related to marginalisation from education, training and work. They also include obstacles to their active participation in the civic life of their communities, to their transitions, to their sense of belonging. The book examines the choices that are made, or not made by governments, businesses and individuals in relation to young people's education, training, work, health and well-being, sexualities, diets and bodies, in the context of a crisis of neoliberalism and of austerity.
Exploring the art of good learning
Globalization, Mass Education and Technical and Vocational Education and Training
Curriculum Change within Policy and Practice
Independent Schools Yearbook 2012-2013
Economic Development Documents-National Development Plan, 2019-23
Implementing Education Policies Education in Ireland An OECD Assessment of the Senior Cycle Review
International Practices to Promote Budget Literacy
Religious Education in Malawi and Ghana contributes to the literature on opportunities and complexities of inclusive approaches to Religious Education (RE). It analyses how RE in Malawi and Ghana engages with religious pluralisation and provides a compelling case for the need to re-evaluate current

approaches in the conceptualisation, curriculum design and delivery of RE in schools in Malawi and Ghana. The book explains how a pervasive tradition of selection involving exclusion and inclusion of religion in RE leads to misrepresentation, and in turn to misclusion of non-normative religions, where religion is included but marginalized and misrepresented. The book contributes to wider discourse of RE on opportunities as well as complexities of post-confessional approaches, including the need for RE to avoid perpetuating the continued legitimisation of selected religions, and in the process the delegitimization of the religious 'other' as a consequence of misrepresentation and misclusion. Inspired by Braten's methodology for comparative studies in RE, the book draws on two qualitative studies from Malawi and Ghana to highlight the pervasive problems of religious misclusion in RE. This book will be of great interest for academics, scholars and post graduate students in the fields of RE, African education, educational policy, international education and comparative education..
Exploring the development of educational provision and contemporary issues, this bookcovers the countries that made up the European Union from its foundation to the signing of the Treaty of Nice: Austria, Belgium, Denmark, Finland, France, Germany, Greece, Ireland, Italy, Luxembourg, Portugal, Spain, Sweden and The Netherlands. The chapters, written by regional experts, offer a review of contemporary national and regional educational structures and policies, research innovation and trends, as well as covering selected issues and problems including the effects of educational reform and systemic changes within the school and university systems, minority languages, and intercultural changes for indigenous and new immigrant populations.
History Education is a politically contested subject. It can be used to both promote xenophobia and to develop critical thinking, multiple perspectives, and tolerance. Accordingly, this book critically examines complex issues and constructivist approaches that make history relevant to students' understanding of the modern world. As such, it has global appeal especially in North and South America, Canada, Europe and Asia. The book's authors address the major challenges that History Education faces in an era of globalisation, digital revolution and international terror, nationalism and sectarian and religious conflict and warfare. Central to this volume are controversial issues, trauma, and questions of personal and national identity from a wide range of international settings and perspectives. The research in this book was undertaken by leading history educators from every continent. Their interdisciplinary research

represents an important contribution to the teaching of social sciences, social psychology, civic education programmes, history and history education in schools, colleges and universities. The book offers new approaches to history educators at all levels. In addition, the chapters offer potential as required reading for students to both develop an international perspective and to compare and contrast their own situations with those that the book covers. Section I considers issues related to identity; how can history education promote social coherence in multicultural societies, in societies divided by sectarianism, or countries adapting to regime changes, whether Communist or Fascist, including, for example, South Africa, previously Communist countries of Eastern Europe, and previous dictatorships in South America and Western Europe. It discusses such questions as: How important is it that students learn the content of history through the processes of historical enquiry? What should that content be and who should decide it, educators or politicians? What is the role of textbooks and who should write and select them? Should history be taught as a discrete discipline or as part of a citizenship or social sciences curriculum? Sections II and III explore ways in which memory of sensitive issues related to the past, to war, or to massacres may be addressed. Are there new methodologies or approaches which make this possible? How can students understand situations involving intolerance and injustice?
Education and Technology for a Better World was the main theme for WCCE 2009. The conference highlights and explores different perspectives of this theme, covering all levels of formal education as well as informal learning and societal aspects of education. The conference was open to everyone involved in education and training. Additionally players from technological, societal, business and political fields outside education were invited to make relevant contributions within the theme: Education and Technology for a Better World. For several years the WCCE (World Conference on Computers in Education) has brought benefits to the fields of computer science and computers and education as well as to their communities. The contributions at WCCE include research projects and good practice presented in different formats from full papers to posters, demonstrations, panels, workshops and symposiums. The focus is not only on presentations of accepted contributions but also on discussions and input from all participants. The main goal of these conferences is to provide a forum for the discussion of ideas in all areas of computer science and human learning. They create a unique environment in which researchers and practitioners in the fields of computer science and human learning can interact,

exchanging theories, experiments, techniques, applications and evaluations of initiatives supporting new developments that are potentially relevant for the development of these fields. They intend to serve as reference guidelines for the research community.
The Influence of UNESCO in Botswana and Namibia
Key Findings and Lessons Learned
Inside Education
The Mid-term Evaluation of the National Development Plan and Community Support Framework for Ireland, 2000 to 2006
The Routledge International Handbook of Intercultural Arts Research
World Yearbook of Education 1969
Education and Technology for a Better World

What do people know about the Bible, and how much do they know? The media often discusses the worrying 'decline' in biblical literacy, but what does this really mean, and how can we measure this assumed 'decline'? How can we go about teaching 'biblical literacy', and about teaching teachers how to teach it? Rethinking Biblical Literacy explores the question of biblical literacy, examining the Bible's use, influence and impact in advertising, street art, poetry, popular erotic literature, Irish and UK secondary education, stand-up comedy and The Simpsons TV series to display the different types of literacy and knowledge of the Bible. Katie B. Edwards brings together several specialists in the cultural use, impact and influence of the Bible to examine the contested nature of biblical literacy and to explore the variety of ways of 'knowing' about the Bible. The picture created is one of a broad range and at times surprising depth of knowledge about what remains arguably the most influential collection of texts ever to be published. Budget literacy is defined as 'the ability to read, decipher, and understand public budgets to enable and enhance meaningful citizen participation in the budget process'. It is comprised of two main parts - (i) a technical understanding of public budgets, including familiarity with government spending, tax rates and public debt and; (ii) the ability to engage in the budget process, comprising of practical knowledge on day-to-day issues, as well as an elementary understanding of the economic, social and political implications of budget policies, the stakeholders involved and when and how to provide inputs during the annual budget cycle. Given that no international standards or guidelines have been established for budget literacy education to date, this book seeks to address this gap by taking stock of illustrative initiatives promoting budget literacy for youth in selected countries. The underlying presumption is that

when supply-side actors in the budget process -- governments -- simplify and disseminate budget information for demand-side actors -- citizens -- this information will then be used by citizens to provide feedback on the budget. However, since citizens are often insufficiently informed about public budgets to constructively participate in budget processes one way to empower them and to remedy the problem of "budget illiteracy" is to provide budget-literacy education in schools to youth, helping them evolve into civic-minded adults with the essential knowledge needed for analyzing their government's fiscal policy objectives and measures, and the confidence and sense of social responsibility to participate in the oversight of public resources. This book elaborates on approaches, learning outcomes, pedagogical strategies and assessment approaches for budget literacy education, and presents lessons that are relevant for the development, improvement, or scaling up of budget literacy initiatives.

The Government of Sierra Leone's new Medium-term National Development Plan (MTNDP) 2019–2023 has been founded on a strong political commitment to deliver devel-opment results that would improve the welfare of Sierra Leone's citizens. The plan charts a clear path towards 2023 en route to the goal of achieving middle-income status by 2039 through inclusive growth that is sustainable and leaves no one behind. For the next five years, the Free Quality School Education Programme is the government's flagship programme to provide a solid base to enhance human capital development and to facilitate the transformation of the economy.

The discipline of adult education has been vastly discussed and optimized over the years. Despite this, certain niches in this area, such as correctional education, remain under-researched and under-developed. Strategic Learning Ideologies in Prison Education Programs is a pivotal reference source that encompasses a range of research perspectives on the education of inmates in correctional facilities. Highlighting a range of international discussions on topics such as rehabilitation programs, vocational training, and curriculum development, this book is ideally designed for educators, professionals, academics, students, and practitioners interested in emerging developments within prison education programs.

Final Report to the Department of Finance

Exploring Evidence, Challenges and Future Directions

Living the Stories We Create

Participation and Democracy in Teaching and Learning

Curriculum Making in Europe

Identity, Trauma, Sensitive and Controversial Issues in the

Teaching of History
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This book assesses the influence of the international organization UNESCO on the development of national Technical and Vocational Education and Training (TVET) systems in the Southern African Community Region (SADC), focusing particularly on Botswana and Namibia. Designed around UNESCO's Better Education for Africa's Rise (BEAR) project, the study is an excellent example of applied policy research. Analysis is from the perspective of key stakeholders including UNESCO headquarters and field offices, Ministries of Education and of Labor, employers and employees, education and training institutions, international partners and more. Both qualitative and quantitative evidence are used to provide a comparative overview, and the author also reveals the current state of data on skills. Readers will discover common goals and challenges across the nations but also a common lack of action to measure the impact and influence that UNESCO's programs have had at a national level, prior to this study. Were the newly implemented educational policies successful or not? If the public policies failed, why was that? These chapters shed light on such questions and how UNESCO's contribution influenced the national development processes, in the context of globalization processes and trends of global mass education. The book has much to offer for both scholars and those working in UN agencies or national governments who seek to develop education systems and better link them to the world of work.
Capitalizing on the current movement in history education to nurture a set of shared methodologies and perspectives, this text looks to break down some of the obstacles to transnational understanding in history, focusing on pedagogy to embed democratic principles of inclusion, inquiry, multiple interpretations and freedom of expression. Four themes which are influencing the broadening of history education to a globalized community of practice run throughout Teaching History and the Changing Nation State: · pedagogy, democracy and dialogue · the nation – politics and transnational dimensions · landmarks with questions · shared histories, shared commemorations and re-evaluating past denials The contributors use the same pedagogical language in a global debate about history teaching and learning to break down barriers to search for shared histories and mutual understanding. They explore contemporary topics, including The Gallipoli Campaign in World War I, transformative approaches to a school history curriculum and the nature of federation.
The highly-respected book of reference of sought-after Independent Schools in membership of the Independent Schools Council's Associations: HMC, GSA, The Society of Heads, IAPS, ISA and COBIS.
New Concise Project Maths 5 is one of two books covering the new Leaving Certificate Higher Level course for students taking the 2013 exam. New Concise Project Maths 4 (2013) completes the new Leaving Certificate Higher Level course for students. Provides the most efficient, economic and dependable way through Project Maths for you and your students Based on the proven reliability of George Humphrey's popular teaching methods, it embraces the new teaching and learning approach of Project Maths Concepts explained in clear, simple and

concise language Carefully graded exercises on each topic of the course Step-by-step approach to solving mathematical problems following the methodology of Project Maths New terms and concepts defined throughout Answers to problems included Covers all the teaching and learning needs of the new Project Maths syllabus
Understanding and Applying Assessment in Education
Statistical Yearbook of Ireland 2013
Corpus Linguistics and Cross-Disciplinary Action Research
Teaching History and the Changing Nation State
Indian Muslims after the Sachar Committee and Rangnath Mishra Commission Reports
Examinations
A Study of Talk in the Mathematics Classroom

This book explores how curriculum reform is interconnected with policy, practice and society. Curriculum reform is increasingly associated with efforts to better the lives of citizens and provide a competitive edge to national prosperity. Educational policy and practice have been the subject of unprecedented convergence worldwide in the quest for so-called 21st century skills. This book offers a case study of curriculum reform within the Republic of Ireland, focusing on antecedents, processes and outcomes of government efforts to evoke fundamental curriculum realignment at lower secondary level. Set against a backdrop of fluctuating economic fortunes and concerns about academic standards and educational equity, this volume has wider relevance beyond Ireland for any system undertaking education reform at scale.

Providing an in-depth look at the lives of women and girls in approximately 150 countries, this multivolume reference set offers readers transnational and postcolonial analysis of the many issues that are critical to the survival and success of women and girls. • Presents a broad postcolonial feminist examination of the lives of women and girls worldwide through essays about the female experience in individual countries • Provides sidebars that highlight details about individual women and interesting topics that affect women and girls • Includes primary source documents that offer readers a direct look at important statements, laws, and policies about women and girls

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This book on School Environment and the SDGs Beyond 2030 is a continuation of our maiden, second and third publications on School Environment in Nigeria and the Philippines, published in February, 2015; School Environment in Nigeria, Ghana and the Philippines published in March, 2017; and School Environment in Africa and Asia Pacific published in July, 2018. The philosophy being that since there is a shift from globalization to internationalization and to cross-border education, there is the urgent need to revisit some topical issues in our school environment towards the realization of an internationalized, qualitative and cross-border teaching and learning, using the Sustainable Development Goals as a

yardstick.
Education in the European Union: Pre-2003 Member States
Perspectives on Religious Misrepresentation and Misclusion
GLOBALISATION AND TRANSITIONAL IDEOLOGIES
Allied Health Education Programs in Junior and Senior Colleges, 1975

The Report: Ghana 2016
Junior Graphic

For artists, scholars, researchers, educators and students of arts theory interested in culture and the arts, a proper understanding of the questions surrounding interculturality and the arts requires a full understanding of the creative, methodological and interconnected possibilities of theory, practice and research. The International Handbook of Intercultural Arts Research provides concise and comprehensive reviews and overviews of the convergences and divergences of intercultural arts practice and theory, offering a consolidation of the breadth of scholarship, practices and the contemporary research methodologies, methods and multi-disciplinary analyses that are emerging within this new field.

In the context of profound social, political and technological changes, recent global trends in education have included the emergence of new forms of curriculum policy. Addressing a gap in the literature, this book investigates the ways in which curriculum policy is influenced, formulated, and enacted in a number of countries-cases in Europe.

The core practice of professional scientists is inquiry, often referred to as research. If educators are to prepare students for a role in the professional scientific and technological community, exposing them to inquiry-based learning is essential. Despite this, inquiry-based teaching and learning (IBTL) remains relatively rare, possibly due to barriers that teachers face in deploying it or to a lack of belief in the teaching community that inquiry-based learning is effective. Comparative Perspectives on Inquiry-Based Science Education examines stories and experiences from members of an international science education project that delivered learning resources based around guided inquiry for students to a wide range of schools in 12 different countries in order to identify key themes that can provide useful insights for student learning, teacher support, and policy formulation at the continental level. The book provides case studies across these 12 different settings that enable readers to compare and contrast both practice and policy issues with their own contexts while accessing a cutting-edge model of professional development. It is designed for educators, instructional designers, administrators, principals, researchers, policymakers, practitioners, and students seeking current and relevant research on international education and education strategies for science courses.

Education Law, Sixth Edition provides a comprehensive survey of the legal problems and issues confronting school leaders, teachers, and policymakers today. Court cases accompanied by explanation and analysis can help aspiring educators understand the subtlety and richness of the law. Accordingly, each of the 12 thematic chapters begins with an overview, concludes with a summary, and balances an explanation of the important principles of education law with actual court decisions to illuminate those issues most relevant for educational policy and practice. This updated and expanded Sixth Edition includes: Revision of case law, education policy, and citations to reflect the most recent decisions and developments in the field. Cases and commentary on key topics such as constitutional rights of students in public schools, school discipline, safety, and zero tolerance policies, school choice and parental rights claims, the regulation of charter schools and home-based education, cyberbullying and the regulation of online speech, racial and sexual harassment policies, and collective bargaining, unions, and working conditions. eResources accessible at www.routledge.com/9780367195250 include a Glossary for students, Chapter Outlines and Abstracts for instructors, as well as Tables of Cases.
Preparing Students for the Digital Age
Sierra Leone

The Education Gazette
Fourth Edition
Transnational and Intranational Perspectives
Education Law
School Environment and Sustainable Development Goals Beyond 2030
The book is written by author Mercy O.R. It is a thrilling novel published by ISL Publications. The book is available in all leading stores.

This work explores the potential of digital media to rectify the disparity between formal learning contexts and contemporary perceptions and expectations of narrative. How can education systems respond to the changing technological landscape, thus preparing students to become active participants in society as well as to realise the extent of their own potential? This book explores such concepts in the classroom environment through direct engagement with students and teachers with the case of Shakespeare's Macbeth. Written in approximately 1606, Macbeth has its roots in a culture of orality and yet has sustained through centuries of print dominance. Indeed, as both text and performance the work itself embodies both the literary and the oral. Yet as a staple of many second level curricula increasingly Macbeth is perceived as an educational text. Macbeth reflects its cultural moment, an age of ambiguity where much like today notions of selfhood, privacy, societal structures, media and economy were being called into question. Thus Macbeth can be understood as a microcosm of the challenges existing in contemporary education in both content and form. This book examines Macbeth as a case-study in seeking to explore the implications of digital media for learning, as well as its possible potential to constructively facilitate in realigning formal learning contexts to contemporary experiences of narrative.

Ireland is undertaking a review of their senior cycle (upper secondary education) led by the National Council for Curriculum and Assessment (NCCA).

The volume attempts to gauge and analyse the level of denial and deprivation faced by Indian Muslims by evaluating their status after a gap of several years of Sachar Committee (2006) and Rangnath Mishra Commission (2007) Reports. It presents and discusses the current conditions with respect to outcome indicators such as population, education, economy, poverty, unemployment, consumption level, availability of bank loans, infrastructure and civic facilities and representation in government employment. By placing facts in perspective, it also discusses community-specific issues such as use of Urdu, madrasa education and Waqf. In the post-Sachar era, governments started many schemes to improve the condition of Muslims whose reach and impact is assessed with the help of latest data. It presents the social structure of Muslims, presence of OBCs and Dalits and suggests a practical pattern for reservation. It follows up the process of implementation of recommendations of these reports and highlights how the governments adopted tokenism, attempted to implement minor recommendations and shied away from major ones. The volume highlights the lopsided attitude of the previous UPA governments, hostile attitude of the present NDA regime and accelerated marginalization of Muslims in today's scenario due to open discrimination, mob-violence, lynching and hate crimes in the name of various communal issues. Please note: Taylor & Francis does not sell or distribute the Hardback in India, Pakistan, Nepal, Bhutan, Bangladesh and Sri Lanka

The Praeger International Handbook of Special Education [3 volumes]
New Concise Project Maths 5
The Moral Economies of Young People's Health and Well-being
Women's Lives around the World: A Global Encyclopedia [4 volumes]
Moving the Margins through Language and Literature
Issue 716 November 26-DEC 2, 2014
Neo-Liberalism and Austerity

The papers in this volume define the departure from the margin to the centre, assess emerging literatures and shifting language concerns, dismantle the hegemony of colonial English, propose alternatives to the 'imperialism' that underlies globalisation, and question hegemonic assumptions in language and literature.

Exploring practitioner research and the possibilities it creates for increasing student participation and developing inclusive practices in educational contexts, this insightful text presents a range of original and innovative approaches to Action Research, and highlights the critical relationship between educational theory, research and practice in transformative action. Focussing on social constructivist approaches to teaching and learning, Action Research for Inclusive Education offers first-hand insights from researcher-practitioners from international settings including Denmark, Germany, Ireland, Saudi Arabia, Granada, Greece, Singapore and England. Chapters explore diverse participatory and collaborative research practices which draw on the strengths and contributions of teachers and support staff, pupils, and families to foster inclusive practices across the school community and strengthen the participation and independence of all students. Topics considered include collaboration in Participatory Action Research, friendships and the development of students' social skills, student voice and the role of pupils as co-researchers and peer mentors. Making an important contribution to debates on inclusive education and the role of practitioners and students in bringing about change, this text will be key reading for students, teachers and educational researchers.

This handbook provides a concise overview of special education services in countries across the world, using the Article on Education in the United Nations Convention on the Rights of Persons with Disabilities as the analytical frame. • Provides a comprehensive scope and broad coverage that addresses more than 70 countries, regions, and provinces across virtually every part of the world • Offers information on each nation or area on the public education system, private education system, special education system, teacher training requirements, and barriers to inclusive and special education • Presents both information about current practices in special education and promising new trends likely to take hold in the future

To learn more about learning – what it is and how it works – it is necessary to look inside education. Inside Education takes the reader on a journey of four 'live' education projects: the first all-Irish speaking, mixed-gendered, multi-faith primary school in the Republic of Ireland ideally suited to exploring learning identity; an alternative post-primary school for those who leave (or

are left behind by) the formal education system also based in the Republic of Ireland and ideally suited to exploring personal learning; an early college school that enables students to simultaneously sit their high-school diploma and college exams based in Queens, New York and ideally suited to exploring learning success; and an adult education training centre that works with 'landless' movement members based in Brazil and ideally suited to exploring learning power. Using a critical ethnography approach, each research narrative naturally unfolds/enfolds to tell a more complete learning story. All those interested in education are primed readers. By (re-)viewing their own learning outlook, they may begin to advance deeper critical ideas and debates in education. They may come to (re-)represent education, reminding public consciousness of its human stories, as well as its curious, intricate and powerful qualities. And they may (re-)discover 'other' roads to raise a scholar. Teachers, educational researchers, parents and guardians will be particularly interested readers. 'Inside Education is a thought-provoking, challenging and revealing journey inside the world of education and learning. Its exploration of school and classroom practices in a range of different settings provides important insights into how we learn – a central aspect of our education system which remains overlooked and understudied. In doing so, it lays down a challenge to policy-makers and educators everywhere to think differently about the way we learn and, ultimately, help students fulfil their real potential.' -Carl O'Brien, Chief Reporter for The Irish Times 'Inside Education is a stunning example of passionate scholarship that nonetheless refuses a redemptionist stance. The ethnography captures people and contexts and draws the reader into the four sites of learning in fluent and lyrical prose. This is facilitated by the extensive use of research notes deploying historical, comparative, literary, artistic and scholarly sources." -Denis O'Sullivan, Emeritus Professor of Education, University College Cork, Ireland

An OECD Assessment of the Senior Cycle Review

For Leaving Certificate Higher Level for Examination In 2013

Reforming Second-Level Education in Ireland

Strategic Learning Ideologies in Prison Education Programs

Denial and Deprivation

Moon Light Story

Game-Based Learning and the Power of Play

All teachers are responsible for assessing the children they teach and the outcomes of any assessment are important for individual learners and the wider school. This book is your one-stop-shop for understanding assessment in schools. It covers formative and summative approaches used across primary and secondary education, supporting a balanced overview with policy examples drawn from the UK, Ireland and wider international contexts. Designed as a pragmatic handbook for new teachers and those training to teach, the book discusses key principles of assessment, before providing guidance on developing and carrying out assessment in the classroom, and looking at how assessment information can be used to benefit your teaching and the children you teach.

First Published in 2005. Routledge is an imprint of Taylor & Francis, an informa company.

Policy and Practice Within and Across Diverse Contexts

Comparative Perspectives on Inquiry-Based Science Education
Religious Education in Malawi and Ghana
Examination Bulletin
Rethinking Biblical Literacy
9th IFIP TC 3 World Conference on Computers in Education, WCCE 2009, Bento Gonçalves,
Brazil, July 27-31, 2009, Proceedings
Action Research for Inclusive Education