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quality case studies of outstanding practice in contemporary classrooms across the country. Expert authors unravel and reveal the theory and evidence that underpins lessons, helping you make connections with your own practice and understand what 'excellent' looks like, within each context, and how it is achieved. Illustrated throughout with interviews, photos, and examples of children's work, it covers a range of primary subjects and key topics including creating displays, outdoor learning, and developing a reading for pleasure culture. The voice of the practitioner is evident throughout as teachers share their own experience, difficulties, and solutions to ensure that children are inspired by their learning. Written in two parts, the first exemplifies examples of practice for each National Curriculum subject, whilst the second focuses on the wider curriculum and explores issues pertinent to the primary classroom, highlighting important discussions on topics such as: Reading for pleasure Writing for pleasure Creating a dynamic and responsive curriculum Creating inspiring displays Outdoor learning Pedagogy for imagination Relationships and Sex Education This key text shows how, even within the contested space of education, practitioners can inspire their primary learners through teaching with passion and purpose for the empowerment of the children in their class. For all new teachers, it provides advice and ideas for effective and engaging learning

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experiences across the curriculum.

In recent years, the United Kingdom has become a more and more divided society with inequality between the regions as marked as it has ever been. In a landmark analysis of the current state of Britain's regional development, Philip McCann utilises current statistics, examines historical trends and makes pertinent international comparisons to assess the state of the nation. The UK Regional-National Economic Problem brings attention to the highly centralised, top down governance structure that the UK deploys, and demonstrates that it is less than ideally placed to rectify these inequalities. The 'North-South' divide in the UK has never been greater and the rising inequalities are evident in almost all aspects of the economy including productivity, incomes, employment status and wealth. Whilst the traditional economic dominance of London and its hinterland has continued along with relative resilience in the South West of England and Scotland, in contrast the Midlands, the North of England, Northern Ireland and Wales lag behind by most measures of prosperity. This inequality is greatly limiting national economic performance and the fact that Britain has a below average standard of

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living by European and OECD terms has been ignored. The UK's economic and governance inequality is unlikely to be fundamentally rebalanced by the current governance and connectivity trends, although this definitive study suggests that some areas of improvement are possible if they are well implemented. This pivotal analysis is essential reading for postgraduate students in economics and urban studies as well as researchers and policy makers in local and central government.

Northern Ireland is currently undertaking public administration reforms. This report highlights areas where Northern Ireland possesses strengths upon which to build reforms and suggests actions for the future.

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.

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The book is the result of a five-year project that culminated (within the first three years) in doctoral research interrogating language competency for meaningful mathematics instruction at upper primary level conducted at University of Stellenbosch in 2017; and this book in the succeeding two years. The initial research project received countrywide coverage in several South African media outlets including Times Live and Radio 2000.

This thoroughly revised third edition of Teaching Psychology synthesizes the latest pedagogical research on effective teaching and translates it into recommendations for classroom application. It also takes into account the many changes in the teaching landscape that have taken place in recent years. Covering key topics such as planning a course, choosing teaching methods, assimilating technology, and the integration of teaching into the rest of your academic life, this book also includes an abundance of supportive, supplementary content to guide and inform new teachers. This content will also benefit seasoned teachers who wish to re-evaluate their current teaching practices and explore new teaching ideas and techniques. Presenting a comprehensive and cutting-edge teaching guide for psychology teachers, this book is a vital resource for those who are training psychology instructors or undertaking a teaching psychology course. It is also a useful text for

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more experienced faculty looking to update their current teaching practices.

Electricity is the lifeblood of modern society, and for the vast majority of people that electricity is obtained from large, interconnected power grids. However, the grid that was developed in the 20th century, and the incremental improvements made since then, including its underlying analytic foundations, is no longer adequate to completely meet the needs of the 21st century. The next-generation electric grid must be more flexible and resilient. While fossil fuels will have their place for decades to come, the grid of the future will need to accommodate a wider mix of more intermittent generating sources such as wind and distributed solar photovoltaics. Achieving this grid of the future will require effort on several fronts. There is a need for continued shorter-term engineering research and development, building on the existing analytic foundations for the grid. But there is also a need for more fundamental research to expand these analytic foundations. Analytic Research Foundations for the Next-Generation Electric Grid provide guidance on the longer-term critical areas for research in mathematical and computational sciences that is

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needed for the next-generation grid. It offers recommendations that are designed to help direct future research as the grid evolves and to give the nation's research and development infrastructure the tools it needs to effectively develop, test, and use this research.

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