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*Providing complete coverage of the 2009
Edexcel IGCSE mathematics
specification, this engaging book makes
the information accessible for every*

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student. It contains exam practice throughout, with revision questions and practice exam questions.

IGCSE Mathematics for Edexcel, 2nd edition has been updated to ensure that this second edition fully supports Edexcel's International GCSE Specification A and the Edexcel

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Certificate in Mathematics. Written by an experienced examiner, teacher and author, this is the perfect resource for Higher Tier students. Each chapter starts with key objectives and a starter activity to introduce students to the content, and the straightforward explanations, worked examples and practice questions which

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follow cover every type of problem students are likely to face in their final exam. 'Internet challenges' also ensure regular and integrated use of ICT. The book is accompanied by an interactive CD-ROM, which includes a digital version of the book, answers to all the questions and Personal Tutors to accompany every topic.

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Personal Tutors are interactive audio-visual presentations of worked examples which help students consolidate their learning. This Student's Book is accompanied by IGCSE Mathematics Practice for Edexcel, 2nd edition, which contains a wealth of exam-style questions, and IGCSE Mathematics Teacher's

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Resource for Edexcel, which provides teaching and learning support.

First Published in 2000. Routledge is an imprint of Taylor & Francis, an informa company.

One of a series of studies on vocational education and training, this review focuses on the apprenticeship system in

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*England and concludes with policy
recommendations.*

*Learning to Teach Mathematics in the
Secondary School*

*Teaching in Lifelong Learning 3e A
guide to theory and practice*

*GCSE Mathematics for Edexcel Higher
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GCSE Mathematics for Edexcel Higher Homework Book

What is the role of mathematics in the secondary classroom? What is expected of a would-be maths teacher? How is mathematics best

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taught and learnt? Learning to Teach Mathematics in the Secondary School combines theory and practice to present a broad introduction to the opportunities and challenges of teaching mathematics in the modern

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secondary school classroom.
Written specifically with the new
and student teacher in mind, the
book covers a wide range of issues
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mathematics, including: The role
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NEW Using mathematics in context
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for many university teaching courses, this fully revised third edition takes into account new developments in the National Curriculum as well as recent changes to the standards for Qualified Teacher Status.

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you make the most of school experience, during your training and beyond. Designed for use as a core textbook, this new edition of Learning to Teach Mathematics in the Secondary School provides essential guidance and advice for

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A student-friendly and engaging
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motivation and play a key role in the educational process. Adapting assessment techniques to current technological advancements allows for effective pedagogical practices, learning processes, and student engagement. The Handbook of

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broad range of topics such as competency assessment, adaptive courseware, and learning performance, this publication is ideally designed for educational administrators, educational professionals, teachers and

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complete Cambridge IGCSE
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advice on how to use the guide, an explanation of the skills being tested by the assessment objectives, an outline of the unit or module and, depending on the unit, suggestions for how to revise effectively and prepare for the examination

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questions. Content Guidance - provides an examiner's overview of the module's key terms and concepts and identifies opportunities to exhibit the skills required by the unit. It is designed to help students to structure their revision and make

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concepts, apply techniques, solve
problems, reason, interpret and
communicate mathematically.

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assessment; it considers key related areas including teacher professionalism, equality and diversity, and mentoring and coaching; and it presents this invaluable guidance in an accessible and readable format. In outlining

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the challenges, opportunities, and debates in and around lifelong learning, the editors and contributing authors draw on their extensive teaching experience, as well as offering an evidence-based approach with a wide range of

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research. Teaching in Lifelong Learning: A Guide to Theory and Practice is core reading for those teaching or preparing to teach in further, higher and community education as well as in public sector contexts and in private training

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organisations, including those studying for CertEd/PGCE and related awards, such as the Level 4 Certificate and Level 5 Diploma in Education and Training. 'Teacher education in FE continues to be an important and unresolved issue, and

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this book is a great asset in supporting individuals in understanding and developing their practices. With a focus on developing critical, inquiring practitioners, the text reads like an experienced mentor sharing

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pointers, questions, and useful readings over a collegial cup of coffee'. Dr Tim Herrick, Senior University Teacher, University of Sheffield, UK
Teaching Mathematics in the
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A Companion to School Experience
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A Festschrift for Robert Siegler
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***Cognitive Development from a
Strategy Perspective***

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recognises the outstanding scientific legacy of Robert S. Siegler as a pioneer of modern research on cognitive development throughout the lifespan. This volume presents a collection of essays written

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by leading scholars in the field, using cutting-edge research to illustrate how Siegler's work and ideas lay the groundwork for much of the modern studies on cognitive development. The

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***collection includes chapters
which examine strategic
aspects of lifespan cognitive
development, change
mechanisms underlying
cognitive development, and
numeracy acquisition with***

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emphasis given to the application of new strategies for education. It explores conceptual and methodological frameworks to best study and understand development during childhood

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***and adulthood, and the role of
foundational core knowledge
on development and
acquisition. These
foundational issues are
examined from various angles
and finally integrated in a***

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***concluding panoramic chapter
written by Siegler himself.
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valuable reading for graduates
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development and***

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mathematical cognition, as well as those at the interface of psychology and education. researchED is an educator-led organisation with the goal of bridging the gap between research and practice. This

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***accessible and punchy series,
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Bennett, tackles the most
important topics in education,
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and how it can apply in a variety of classroom settings. Claiming that the leadership industry has failed to have the impact on schools that is required, this book takes a fresh view that domain-

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specific knowledge and expertise is vital to running schools well and argues that we tend to underestimate the knowledge required to do this complex job efficiently. In the researchED guide to

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leadership, Stuart Lock brings together chapters by experts including Dylan Wiliam, Jen Barker, Danielle Dennis, Jon Hutchinson and The Reading Ape to unpick the challenges of school leadership,

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***combining a thorough trawl of
the research and mixing in
practical advice to exemplify a
very different approach to
leading schools - one that is
rooted in developing the
required knowledge to***

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***address the challenges that
are common to our schools.
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breadth of contemporary***

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is both representative of
mathematics education
generally, as well as unique to
the particular geography and
culture of Canada. The***

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chapters address topics of broad applicability such as technology in learning mathematics, recent interest in social justice contexts in the learning of mathematics, as well as Indigenous education.

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The voices of classroom practitioners, the group ultimately responsible for implementing this new vision of mathematics teaching and learning, are not forgotten. Each section includes a

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chapter written by a classroom teacher, making this volume unique in its approach. We have much to learn from one another, and this volume takes the stance that the development of a united

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research and professional
dialog, provides the first step.
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interpret and communicate mathematically. Written by experienced teachers, it also includes a solid breadth and depth of quality questions set in a variety of contexts. GCSE Mathematics Online - an enhanced digital resource incorporating progression tracking - is also available, as well as a free Teacher's

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*Resource, Problem-solving Books and
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*?Chambers and Timlin write with clarity
and purpose. The authors link the theory
of teaching mathematics with simple
reflective questions and interesting maths
tasks. There is practical advice on
planning, assessment and*

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*differentiations, amongst other pertinent themes? -Jacqueline Oldham, PGCE
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bridge the gap between GCSE and A level
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***mathematical reasoning, as well
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terminology, and examiner's
hints to offer guidance *
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recall and understanding ****

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examiners are looking for * exam-
style questions and answers that
provide crucial exam practice
An introduction to teaching,
learning and the World Religions***

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maths through the 'Life-links'
and 'Why ...?' pages to show
readers how this maths
relates, presenting
opportunities to stretch and
challenge more apply*

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*Cafe."--Publisher's
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guides explain the unit
requirements, summarise
the content and include
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insights into the fundamental question:
what is a mathematical concept?

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This book offers friendly guidance on how to work with adult learners to develop their numeracy and mathematics skills. It brings together current research and practice on teaching adult numeracy into one handy volume and covers the major issues faced by teachers of adult numeracy such as current policy perspectives and

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implications for teaching practice. There are reflective tasks throughout, which encourage you to develop and apply your theoretical knowledge to your own experiences. Key features include:
Reviews of existing policy and research and implications for practice
Reflective tasks with commentary, encouraging you

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to develop and apply your knowledge
Case studies of real student experiences
Practical activities and ideas to support the
planning, teaching and assessment of adult
numeracy Drawing on the substantial
experience of the contributors, who have a
wealth of experience as practitioners and
researchers in the field, this book is an

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essential resource for trainee and practising teachers of adult numeracy and mathematics. It is also an ideal textbook to support teacher training courses leading to a subject specific qualification in teaching numeracy to adults. Contributors: Jackie Ashton, John Barton, Carolyn Brooks, Martyn Edwards, Janette Gibney, David

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Holloway, David Kaye, Beth Kelly,
Barbara Newmarch, Helen Oughton,
David Prinn, Diana Spurr, Rebecca
Woolley "This is a quite unique book
about teaching adult numeracy, which will
be invaluable to the many practitioners in
this field. The chapters, contributed by a
group of experienced and successful

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lecturers and practitioners, include all aspects of this field, from methods of teaching specific mathematical topics to more general explorations of dyscalculia and emotional factors in adult learners. Each chapter includes research findings and thoughtful presentation of ideas with practical ideas for teaching, and tasks for

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the reader. This is a market which has not been served well in the past, so it is good to see the gap filled at last." Margaret Brown, Emeritus Professor of Mathematics Education, King's College London, UK "The editors of this book set out to produce a text that would support teacher-education programmes for adult

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numeracy, and their book does that and more. The content covers different types of learners, different settings, different understandings of what numeracy actually is; and ranges from commentary on research through case studies to "how to" hints and tips for teaching. Chapters 7 (on provoking mathematical thinking) and 8

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(attitudes, beliefs and teaching) should be a required read for any adult numeracy teacher. The book would be at home on any numeracy teacher's desk, and would make an excellent set text for numeracy teacher training courses." Carol Randall, course co-ordinator for numeracy in the department of Lifelong Learning Teacher

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Education, University of Greenwich, UK
"This book is a welcome addition to the growing literature on adult numeracy. It should be essential reading for trainee and practising adult numeracy educators. It brings together relevant research and professional wisdom on a wide variety of aspects of adult numeracy teaching and

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learning in an accessible way, with well-focussed tasks for readers to extend their knowledge and understanding. While the book is born out of UK concerns and issues, it is also relevant to international readers. Highly recommended." Professor Diana Coben PhD, Director, National Centre of Literacy & Numeracy for

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Adults, University of Waikato, New Zealand, and Hon. Trustee, Adults Learning Mathematics - A Research Forum (ALM -- www.alm-online.net/)
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student engagement, making it recommended reading for teachers, researchers, and practitioners engaging with the field of audio education.

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