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Programme Leader for the PGCE Mathematics Specialist Pathway. She is currently supervising 4 Masters research students from the UK and abroad.

The PGCE Professional Workbooks cover primary English, science, mathematics

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and information technology. They address the kind of subject matter that is of direct relevance to professionals and student teachers in training in primary education.

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their lives from a multiprofessional perspective. Whilst offering a theoretically rigorous treatment of issues relating to early childhood studies, the book also provides practical discussion of strategies that could inform multiprofessional practice.

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trainees on PGCE courses to identify subject strengths and areas for development to meet the standards for QTS. It is structured around a flexible needs assessment process so trainees can begin their learning at an appropriate level. Each chapter covers a core issue of English teaching and provides a

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Many studies of digital education focus on technology rather than on the learners or on what they make and do with the devices they use

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every day. This book takes a different path, putting the learners and their lives at the heart of the narrative. Through an in-depth account of media production activities by younger learners it shows their motivations and dispositions in storying their identity in short video pieces. It suggests that their authoring and

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editing practices are examples of the new curatorship: the representation through life of identity and affiliation in digital media. It considers the implications of this for teaching and learning in the years to come and concludes with a manifesto for a future media education.

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This book identifies the key strengths trainees must develop in order to achieve the Professional Standards for the award of QTS. Each chapter covers a core issue of science teaching and provides a framework of activities at three progressive levels:

Getting Started,
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within which trainees
can develop as a
competent teacher.

Environmental disasters,
from wildfires and
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have increased
dramatically in recent
years and debates about
the environment are
rarely far from the
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growing awareness that these disasters are connected – indeed, that in the fabric of nature everything is interconnected.

However, until the publication of Freya Mathews' *The Ecological Self*, there had been remarkably few attempts to provide a conceptual foundation for such

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interconnectedness that brought together philosophy and science. In this acclaimed book, Mathews skilfully weaves together a thought-provoking metaphysics of the environment. She connects the ideas of the seventeenth-century philosopher Spinoza with twentieth-century systems theory and

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Einstein ' s physics to argue that the atomistic cosmology inherited from Newton gave credence to a picture of the universe as fragmented, rather than as whole. Furthermore, it is such faulty thinking that presents human beings as similarly disconnected and individualistic, with the dire consequence that

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they regard nature as of purely instrumental rather than intrinsic value. She concludes by arguing for an ethics of ecological interdependence and for a basic egalitarianism among living species. A compelling and fascinating account of how we must change our thinking about the environment, The

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Ecological Self is a classic of ecological and environmental thinking. This Routledge Classics edition includes a substantial new Introduction by the author.

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Full of school-based examples supplied by practicing teachers, this accessible text: encourages trainees to "think beyond the standards" promotes the development of reflective, creative and imaginative teaching skills links theory with practice to show students how to apply

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These skills lead the reader through the key issues and concepts in general professional practice. Written specifically for Professional Studies modules in primary education, this book will guide trainees in the early stages of their careers to become the imaginative teachers we need in our primary

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