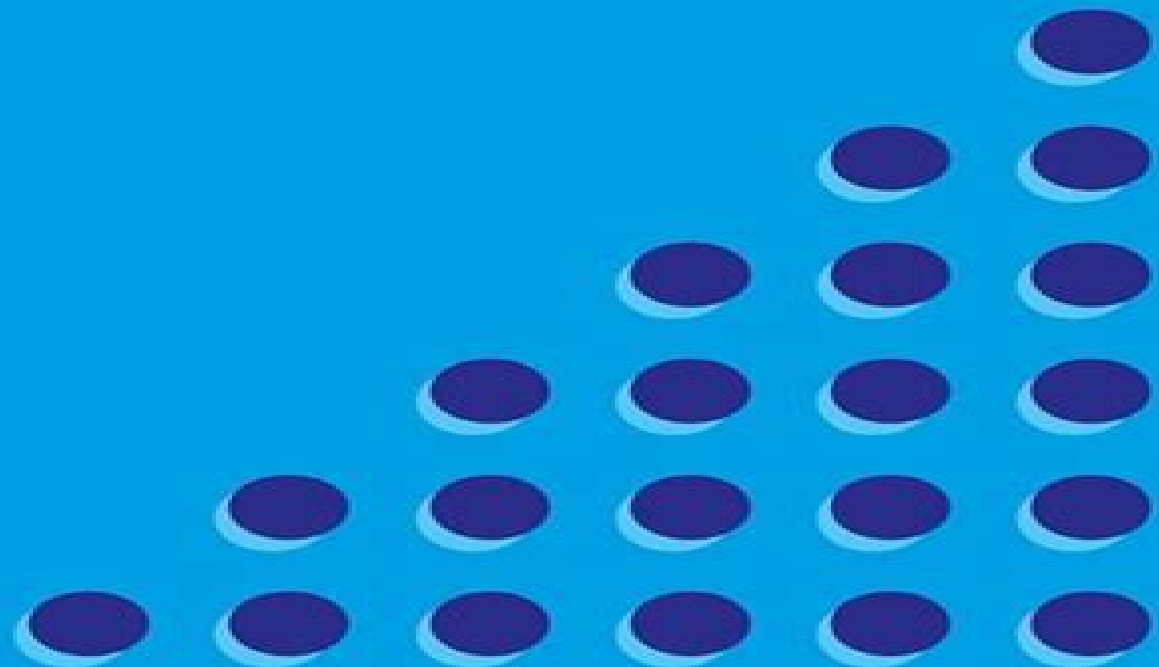


# Meeting the standards in using ICT for secondary teaching

A guide to the ITT NC

Steve Kennewell



# Meeting The Standards In Using Ict For Secondary Teaching Steve Kennewell

**Eve English**



## **Meeting The Standards In Using Ict For Secondary Teaching Steve Kennewell:**

Meeting the Standards in Using ICT for Secondary Teaching Steve Kennewell, 2013-02-01 This book explains how Information and Communications technology ICT has the potential to make a real improvement to teaching and learning across the curriculum in secondary schools It illustrates a wide variety of ways in which ICT can be used to enhance learning offering a fresh burst of inspiration for the busy secondary school teacher The author takes a structured approach ensuring that the reader is guided progressively through all the material in order to achieve the required standards for achieving Qualified Teacher Status and also to continue their development in ICT to an advanced level This book usefully analyzes all the common ICT tools and explains how teachers of each subject in the National Curriculum can exploit these tools for effective learning explores how people can learn with ICT how their skills develop and how these skills can aid their learning provides a framework for planning analysing and evaluating teaching with ICT offers a range of innovative tasks resources and methods of assessment

*Meeting the Standards in Primary ICT* Steve Higgins, Nick Packard, 2004-12-30 This book is not just limited to the use of ICT in the classroom but looks at the wider role of ICT in supporting effective professional development It will be an invaluable resource that will benefit all trainee teachers on primary training courses It will also be a reference for lecturers and mentors supporting trainees on these courses as well as NQTs in the early stages of their teaching career Jacket

Meeting the Standards in Primary Mathematics Tony Brown, 2003-09-02 This book guides readers through the professional standards and requirements to reach Qualified Teacher Status explaining what trainees need to know The author discusses the best ways of developing mathematical knowledge and teaching skills and how to acquire the professional know how needed to complete the training successfully will help readers to understand the Standards related to mathematics teaching offer detailed guidance on the primary mathematics curriculum help readers prepare for the QTS skills test help readers to develop the pedagogical knowledge that you need for effective teaching of mathematics help readers prepare for school based training provide ideas suggestions and further reading to support during their training and their NQT year This practical guide to meeting the standards is invaluable for students on primary training courses lecturers and mentors supporting trainees in mathematics education programmes and newly qualified teachers

*Meeting the Standards in Primary English* Eve English, 2005 This practical comprehensive and user friendly text will prove invaluable for students on Primary English courses lecturers and newly qualified English teachers

*A Practical Guide to Teaching ICT in the Secondary School* Steve Kennewell, Andrew Connell, Anthony Edwards, 2007-04-11 Providing a wealth of practical activities and materials this practical and accessible workbook is designed to support student and newly qualified teachers as they develop their basic teaching skills A Practical Guide to Teaching ICT in the Sec

**Meeting the Standards in Secondary Science** Lynn D. Newton, 2005-03-25 This book provides the subject knowledge and the pedagogical knowledge needed to teach science in the secondary school Includes support activities and information on professional development for secondary

teachers

**Learning to Teach ICT in the Secondary School** Steve Kennewell, John Parkinson, Howard

Tanner, 2003-08-27 This book is designed specifically for students training to teach ICT as a curriculum subject at secondary level. It develops the key ideas of teaching and learning ICT in a structured accessible way and provides a wealth of ideas and inspiration for the learning teacher. Key areas covered are the place and nature of ICT as a curriculum subject, analyzing and developing subject knowledge, planning schemes of work, individual lessons, activities and resources, monitoring, assessment and exams, ICT across the curriculum, differentiation and special educational needs, professional development. Throughout the book there are useful tasks and activities to help student teachers analyze their own teaching and explore the knowledge and skills needed to become a successful teacher of ICT. Rooted in best practice and up to the minute research, this book is also the ideal refresher for more experienced ICT teachers.

*Developing the ICT Capable School* Steve Kennewell, John

Parkinson, Howard Tanner, 2002-01-04 This book helps readers to improve the development of ICT capability through understanding the factors at work in whole school contexts. Based on research that examined schools' approaches to the development of pupils' ICT capability and identified the factors which lead to success, it provides practical advice but with clear justifications in terms of well researched principles and illustrations. It covers issues specific to both primary and secondary phases of education together with a range of common concerns and will be of use to practitioners and school staff involved in planning and delivering ICT training. This title will therefore provide readers with greater understanding or personal ICT capability. Knowledge of effective management, teaching methods and co-ordination strategies for ICT.

Understanding of the importance of a whole school approach

Information and Communication Technology and the

Teacher of the Future Carolyn Dowling, Kwok-Wing Lai, 2012-12-06 Carolyn Dowling Australian Catholic University Kwok

Wing Lai University of Otago This book is one of the outcomes of a Working Conference on the topic of ICT and the Teacher of the Future which took place in Melbourne Australia in January 2003. The conference was held under the auspices of the International Federation for Information Processing (IFIP) Technical Committee 3 (TC3) of IFIP through the activities of its seven Working Groups. Focuses on different aspects of the impact of Information and Communication Technologies on Education. The conference that was the impetus for this publication was organised jointly by Working Group 3.1 Secondary Education and Working Group 3.3 Research. In addition to the text of the papers delivered by the three keynote speakers, the book comprises a selection of the papers presented by delegates at the conference along with reports of the discussions of Focus Groups working in each topic area. All of the papers presented at the conference were reviewed by members of the International Programme Committee and the National Organising Committee. Those selected for publication as chapters in this book have subsequently undergone an additional process of collaborative editing before qualifying for inclusion. It is our belief that these papers collectively present a very comprehensive overview of the concerns and developments in the use of Information and Communication Technologies that are currently of relevance to educators and educational policy makers.

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