This book looks at the purpose and pedagogy of STEM teaching and explores the ways in which STEM subjects can interact in the curriculum to enhance student understanding, achievement and motivation. By reaching outside their own classroom, teachers can collaborate across STEM subjects to enrich learning and help students relate school science, technology and maths to
the wider world. Packed with ideas and practical details for teachers of STEM subjects, the new revised edition of this book: ? considers what the STEM subjects contribute separately to the curriculum and how they relate to each other in the wider education of secondary school students; ? describes and evaluates different curriculum models for STEM; ? suggests ways in which a critical approach to the pedagogy of the classroom, laboratory and workshop can support and encourage all pupils to engage fully in STEM; ? addresses the practicalities of introducing, organising and sustaining STEM-related activities in the secondary school; ? looks to ways schools can manage and sustain STEM approaches in the long-term. This new revised edition is essential reading for trainee and practising teachers, those engaged in further professional development and all who wish to make the learning of science, technology, engineering and mathematics an interesting, motivating and exciting experience for their students.

Education is of relevance to everyone but it involves a specialized vocabulary and terminology which may be opaque or unfamiliar to those new to the field. This UK-focused Dictionary of Education provides clear and concise definitions for over 1,100 terms, from A* to zero tolerance, that anyone studying education or working in the field is likely to encounter. Coverage includes all sectors of education: pre-school, primary, secondary, further and higher education, special needs, adult and continuing education, and work-based learning. It also includes major legislation, key figures and organizations, and national curriculum and assessment terminology. This second edition covers all the contemporary reforms being introduced to revise the school examinations system and to reform the process of initial teacher training in England and Wales. Coverage of the vocabulary of education has also been increased, and longer and more detailed entries are included for terms relating to disability and inclusive practice, such as autistic spectrum disorder, attention deficit, and dyslexia, and to professional development, such as mentor. Entries regarding projects and initiatives that are now obsolete have been deleted. The dictionary features entry-level web links, accessible and kept up to date via the Dictionary of Education companion website. Detailed appendices include a timeline summary of landmark educational legislation since 1945.
and a glossary of acronyms. In addition, there is a useful, fully cross-referenced section of comparative terms used in the US, Canada, Australia, and South Africa. This concise yet authoritative dictionary is essential for all students of education, teachers, and lecturers on development programmes, and it is strongly recommended for governors, classroom assistants, and parents.

'This book is helping me so much with the TAQA course I'm doing. It's easy to understand, well written and full of really good information' - Amazon review

Previously known as Achieving Your TAQA Assessor and Internal Quality Assurer Award, this new edition of the focused and comprehensive text written for TAQA learners and all trainee assessors and quality assurers is another essential support text from bestselling author Ann Gravells. The content covers all assessor and quality assurance units and is easy-to-read and clearly structured. The new edition has been enhanced with new chapters; and it has activities and examples to help you link theory with practice. It includes: cross references to the qualification units and the national occupational standards two new chapters covering the external quality assurance role completed examples of templates and forms for assessors, internal and external quality assurers ideas for evidence which can be used towards achievement of each unit new bullet lists, tables and checklists TAQA, and other assessor and quality assurer trainees will find this text both an invaluable resource for their course and useful handbook to take into practice.

The papers presented in this work cover themes such as sustainable tourism; ICT and tourism; marine tourism; tourism and education; tourism, economics, and finance; tourism marketing; recreation and sport tourism; halal & sharia tourism; culture and indigenous tourism; destination management; tourism gastronomy; politic, social, and humanities in tourism; heritage tourism; medical & health tourism; film induced tourism; community based tourism; tourism planning and policy; meeting, incentive, convention, and exhibition; supply chain management; hospitality management; restaurant management and operation; safety and crisis
management; corporate social responsibility (CSR); tourism geography; disruptive innovation in tourism; infrastructure and transportation in tourism development; urban and rural tourism planning and development; community resilience and social capital in tourism. The 4th ISOT 2020 aimed at (1) bringing together scientists, researchers, practitioners, professionals, and students in a scientific forum and (2) having discussions on theoretical and practical knowledge about current issues in tourism. The keynote speakers contributing to this conference are those with expertise in tourism, either in an academic or industrial context.

Our Student Book for the BTEC Introduction course covers all the units needed for the Certificate and Diploma, with a strong focus on the real world of IT at work, to give your students a taste for the IT vocation building their aspirations and encouraging them to take their IT education to the next level.

This is the core textbook for the Certificate in Education and Training. This complete guide to the Certificate, from Learning Matters, covers all the content of the mandatory units in a reader-friendly and accessible way. The text develops the reader’s practical teaching skills and, through complete coverage of the content of the qualification prepares learners to teach in a wide variety of contexts. In all chapters real life examples illustrate what the theory means in practice and a reference list gives further resources to help learners with their research and study. Relevant for all learners and all awarding organisations. The book also includes information regarding teaching practice observations and the minimum core. Ann Gravells is leading a CPD Day on 22nd June in London. The event will focus on Raising quality and improving practice in the FE and Skills sector and is a rare opportunity to learn from leading experts. There will only be a limited number of seats available, so book your place here to avoid disappointment.

The OECD countries have widely differing traditions regarding basic vocational training. This
This book describes the initial and continuing professional development of the various teachers and trainers involved in initial vocational training for youth in Germany, Spain, France, and the United Kingdom. The book contains separate, but similarly formatted, sections for each country. The following topics are discussed in all four country reports: initial vocational training (general features of the country's education system, initial vocational training, legal foundation of vocational training, occupational fields, examinations); trainers and teachers in initial vocational training; regulations for the training of teachers and trainers; training programs for trainers at the national level; training paths leading to the occupation of trainer; continuing training for trainers and teachers; and organizations and institutions. Among the country-specific topics examined in the individual country reports are the following: differences between the roles and professional development of teachers and trainers in Germany's dual system and in its full-time vocational schools; regulation of teachers in Spain's programs of regulated vocational training and occupational vocational training; decentralization of France's national programs; and training for the United Kingdom's National Vocational Qualifications. Also included are a total of 42 tables/figures, 55 useful addresses, 63 references, and lists of abbreviations for each of the four country reports. (M N)

Using case studies from schools and colleges, this book outlines different forms of assessment, highlights their purposes, and provides practical guidelines to their implementation.

This OCR specific teacher support pack contains a range of assistance and advice, providing everything you need to teach GCSE Leisure and Tourism.
This practical guide offers advice to teachers running GNVQ courses. Using case studies, the author identifies the key implementation issues and suggests possible solutions to problems that the teacher might encounter. Models of good practice are given, along with alternative approaches.

Effective public governance and management continue to be key to the vocational education and training (VET) sector. This Handbook and CD-ROM suggests that the VET institutions' responsiveness to market demand and their ability to operate flexibly and cost-efficiently are strongly determined by the degree of their management, financial and academic autonomy, as well as by the competence of their staff. Based on experiences in Australia, New Zealand and the United Kingdom, the Handbook is not country specific but provides general approaches to the management of VET institutions. It is accompanied by a CD-ROM that provides summaries of national management practices in the VET sector and of national policies, reports and legal documents, as well as real-life management instruments applied by VET institutions. The Handbook consists of 11 modules with 43 learning units, while the CD-ROM provides access to more than 400 documents. The Handbook and CD-ROM are intended as self-learning materials for VET managers, as resource material for management development programmes in the VET sector and as an outline for performance review of VET institutions.

Indispensable for anyone involved in vocational education or apprenticeships, this fully revised and updated edition of The Vocational Assessor Handbook includes new guidance on end-point assessment of the new apprenticeship standards, and the latest information on regulations and qualifications. Containing the units and practical explanation for each stage of assessment and verification practice, it is the only comprehensive guide for assessors and verifiers of vocational qualifications. Packed with up-to-date, detailed and reliable information, The Vocational Assessor Handbook (previously The NVQ Assessor, Verifier and Candidate Handbook) contains a detailed guide to the QCF units for assessment and internal quality assurance (verification). For UK assessors of QCF qualifications and NVQs, verifiers,
teachers, providers of training and work-based learning, assessors of apprenticeships and those working towards PTLLS, CTLLS, DTLLS qualifications, this complete guide is essential for qualification and ongoing practice, enabling you to: understand the principles and practices of assessment; assess occupational competence in the work environment; assess vocational skills, knowledge and understanding; understand the principles and practices of internally assuring the quality of assessment; plan, allocate and monitor work in your own area of responsibility.

This is an essential text for all PTLLS candidates no matter which awarding organisation they are with. It gives key advice on completing written and practical assessments, and helps both in-service and pre-service candidates fully understand the requirements of the Award and how to evidence their achievement towards the standards. This Second Edition is updated for the four unit PTLLS. This book: @! helps candidates with their written assessments, with information on the four units of the PTLLS Award @! gives guidance on how to demonstrate and evidence competence @! helps candidates with their practical assessments including hints and tips for succeeding in the microteach @! gives guidance for giving and receiving feedback This text is a companion title to the best selling Preparing to Teach in the Lifelong Learning Sector, a core text providing an essential introduction to all the key aspects of the PTLLS Award. It can also be used alongside Study Skills for PTLLS. Together, these texts provide complete coverage of the PTLLS Award.

Viet Nam has achieved rapid economic growth in Southeast Asia. In 2009, it became a lower-middle-income country. However, labor productivity has remained low even with ample foreign direct investment. Technical and vocational education and training (TVET) must now respond to increase skilled workers in the labor market. This report examines Viet Nam's challenges and opportunities in TVET. It recommends reforms in governance structure, organization, and management of TVET; effective teaching of the right skills; greater enterprise-based training and financial support; and equal access to higher quality training particularly for the disadvantaged population such as ethnic minority students.
Government attempts in recent years to create a national system of vocational education and training have marked a profound shift both in educational policy and in underlying concepts of what education is for. Relations between schools and the working world are changing all the time and the implementation of ideas of vocationalism has forced a blurring of the time-honoured boundaries between educations concerned with concepts and training, or with skills. The challenge now is to define how the schools can give young people the foundations for life in a working world in which they are likely to have to change jobs and where work will fill a smaller proportion of their lives. The Vocational Quest maps the evolution of vocationalism in Britain in historical terms and examines how the particular forms that have come into being in the last few years compare with developments in other parts of the world, including Continental Europe, Japan, the United States, Australia and New Zealand. It argues for new forms of communication and partnership between formal education and training and the wider community, in which values will be shared and no one partner will win at the expense of others.

This is an essential text for all learners taking the Award in Education and Training, no matter which awarding organisation they are registered with. It's readable, relevant, easy to understand and gives key advice on approaching and completing written and practical assessments. It helps both in-service and pre-service learners to fully understand the requirements of the Award, and how to evidence their achievement towards the standards. This book will: help learners with their written assessments towards the three main units of the Award give guidance on how learners can demonstrate and evidence their achievement help learners with their practical assessments including hints and tips for succeeding in the microteach give guidance for giving and receiving feedback This is a companion title to The Award in Education and Training by Ann Gravells. Ann Gravells is leading a CPD Day on 22nd June in London. The event will focus on Raising quality and improving practice in the FE and Skills sector and is a rare opportunity to learn from leading experts. There will only be a limited number of seats available, so book your place here to avoid disappointment.
A complete, all-in-one guide to the Level 4 Certificate in Education and Training, suitable for use with any awarding organisation. This is a fully updated third edition of the essential text for all those working towards the Level 4 Certificate in Education and Training. Tailored to meet the demands of the qualification and the latest Standards, it provides full coverage of all the mandatory units plus additional information on reflective practice, study skills, and mental well-being. It also includes new case studies throughout and an increased emphasis on both physical and virtual learning environments and approaches in all chapters. Accessible language is combined with a critical approach that clearly relates practical examples to the required underpinning theory.

This set of 62 volumes, originally published between 1951 and 1999, amalgamates a wide breadth of literature on Special Educational Needs, with a particular focus on inclusivity, class management and curriculum theory. This collection of books from some of the leading scholars in the field provides a comprehensive overview of the subject how it has evolved over time, and will be of particular interest to students of Education and those undertaking teaching qualifications.

The second edition of Vocational Training and Assessment addresses all of the requirements for successful completion of the Certificate IV in Training and Assessment. With each chapter aligned to the training package competencies, all core units and a range of popular electives are covered. KEY FEATURES: • Content is clearly mapped to units of the training package • Assessment tasks are mapped to elements and performance criteria • Case studies • Instructor resources • Blended learning or digital-only options available

The institutional ethnographies collected in Under New Public Management explore how new managerial governance practices coordinate the work of people doing front-line work in public
sectors such as health, education, social services, and international development, and people management in the private sector. In these fields, organizations have increasingly adopted private-sector management techniques, such as standardized and quantitative measures of performance and an obsession with cost reductions and efficiency. These practices of “new public management” are changing the ways in which front-line workers engage with their clients, students, or patients. Using research drawn from Canada, the United States, Australia, and Denmark, the contributors expose how standardized managerial requirements are created and applied, and how they affect the practicalities of working with people whose lives and experiences are complex and unique.

For assessors of QCF qualifications and NVQs, verifiers, school and FE college teachers, providers of training and work-based learning and those working towards PTLLS, CTLLS, DTLLS teaching qualifications, The Vocational Assessor Handbook contains a detailed guide to the following QCF units for assessment and internal quality assurance (verification) enabling readers to: -Understand the Principles and Practices of Assessment (Knowledge and Understanding Unit) -Assess Occupational Competence in the Work Environment -Assess Vocational Skills, Knowledge and Understanding -Understand the Principles and Practices of Internally Assuring the Quality of Assessment (Knowledge and Understanding Unit) -Internally Assure the Quality of Assessment -Plan, Allocate and Monitor Work in Your Own Area of Responsibility Packed with the most up to date, detailed and reliable guidance, this is the only book for assessors and verifiers of vocational qualifications and is essential reading for anyone involved in vocational education. Previously published as The NVQ Assessor, Verifier and Candidate Handbook.

Contains an inventory of evaluation reports produced by and for selected Federal agencies, including GAO evaluation reports that relate to the programs of those agencies.
Over the last decade as the importance of vocational qualifications has been firmly established, the system has become increasingly complex and hard to grasp. Now in its sixth edition, this popular and accessible reference book provides up-to-date information on over 3500 vocational qualifications in the UK. Divided into five parts, the first clarifies the role of the accrediting and major awarding bodies and explains the main types of vocational qualifications available. A directory then lists over 3500 vocational qualifications, classified by professional and career area, giving details of type of qualification, title, level, awarding body and, where possible, the course code and content. The third section comprises a glossary of acronyms used, together with a comprehensive list of awarding bodies, industry lead bodies, professional institutes and associations, with their contact details. Section four is a directory of colleges offering vocational qualifications in the UK, arranged alphabetically by area. Finally, section five is an index of all qualifications, listed alphabetically by title.


The purpose of this manual is to provide a source of basic material which can be used by state agency personnel for the orientation of new counselors, for beginning courses in rehabilitation counselor training programs, and for inservice training of experienced rehabilitation counseling personnel. This revised edition of the manual was completed and written under the direction of John F. McGowan, with the assistance of Thomas L. Porter. The revision attempts to incorporate suggestions received from State training supervisors who have used the original publication. Major sections are: (1) Introduction and Background, which includes basic concepts of vocational rehabilitation, related legislation, and the locating of persons who need help, (2) Preliminary Study and Planning, which includes initiating the rehabilitation process, determining eligibility, and making a medical, psychological, sociocultural, and vocational assessment of the client, (3) Client Services,
which includes planning services, providing prevocational and rehabilitational counseling, and locating places of employment, and (4) The Rehabilitation Counselor's Role. Suggested readings are included at the end of each section, and several client-study case abstracts are appended.

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