

Contents

Preface *v*

I Introduction I

PART I UNDERSTANDING TEACHING AND LEARNING

2 Ways of thinking about effective teaching 7

Conceptual and research problems 9 • Conducting research on effective teaching 11 • Models for thinking about effective teaching 15 • Summary 19 • Discussion questions 19 • Further reading 19

3 How pupils learn 20

The nature of pupil learning 20 • Developmental issues 28 • Cognitive issues 31 • Affective issues 33 • Summary 36 • Discussion questions 37 • Further reading 37

PART 2 EFFECTIVE CLASSROOM PRACTICE

4 Setting up the learning experience 39

Teacher exposition 40 • Academic work 46 • Summary 55 • Discussion questions 55 • Further reading 55

5 Taking account of pupil differences 56

Ability 56 • Motivation 61 • Social class 64 • Gender 67 • Race 69 • Special educational needs 72 • Summary 75 • Discussion questions 76 • Further reading 76

6 Key classroom teaching qualities and tasks 77

Key classroom teaching qualities 78 • An exploratory study 81 • Key classroom teaching tasks 86 • Summary 99 • Discussion questions 99 • Further reading 100

7 Relationships with pupils 101

The teacher's authority 102 • Mutual respect and rapport 108 • Classroom climate 111 • Pastoral care 115 • Summary 119 • Discussion questions 119 • Further reading 119

8 Dealing with pupil misbehaviour**120**

The nature and causes of pupil behaviour 121 • Pre-empting misbehaviour 125 • Reprimands and punishments 127 • Dealing with confrontations 133 • Pastoral care and school policy 135 • Behaviour modification 138 • Summary 141 • Discussion questions 141 • Further reading 141

PART 3 REFLECTING ON TEACHING EXPERIENCE**9 Appraising practice****143**

The curriculum 143 • Teacher appraisal 151 • Teacher stress 156 • Summary 162 • Discussion questions 162 • Further reading 162

10 Conclusions**163**

References 165

Author index 174

Subject index 177