INDEX

Al 104 105	Class
Abuse, 184–185	
Academic writing in higher	clown, 4
education, 34–35	teacher, 166
Annotations, 37	Classroom, clowns in, 5
Association of Teachers and	Clown Manifesto (Laneela and
Lecturers (ATL), 157–158	Sacks), 5–6
(D. 1.1. (.1.6. 1).4	Clowning, 3
'Bachelor of the Stool', 4	aspects, 8
'Banking concept' of education,	Clowns, 4–5
168	calling, 7
Behaviour, 93	in classroom, 5
child's relationship with	in education, 4
curriculum, 97–98	wisdom, 5–6
child's relationship with others,	Co-researchers, 54
96–97	Commitment, 89
child's relationship with self,	Concept mapping, 35–37
94–95	Confederation of British Industry
framework, 94	(CBI), 13
policies, 93	Connecting, 6–7
Blogs, 132	Contextual safeguarding, 177
British education system, 166	Continuous professional
Business of lifelong learning,	development (CPD),
135–136	127–128
	Cooperative play, 69
Channel 4's programme, 53	Cost, 135
Child(ren), 43–44	Creative approaches, 11
collecting children's 'learning	Creative pedagogy, 11, 15–17
stories', 45	Creative practice, 11
identity, 17	Creative teaching and learning,
observation, 46	17–18
relationship with curriculum,	Creativity, 11, 14–15, 47
97–98	in educational settings in
relationship with others, 96-97	England, 11–14
relationship with self, 94–95	in schools, 12
with SEND, 115	Critical appraisal, 144
to talk, 77–78	Critical pedagogy, 16
	= = = = -

Critical thinking, 5	Effective learning, characteristics
Cross-curricular teaching, 106	of, 46, 48
Cultural misconceptions, 153–155	Effective teaching
Culture, 23–24, 151–152	aspects, 87–88
implications for practice, 155	key indicators of, 86
interview, 27–28	Emotion(al)
invisible culture, 25–26	attachment, 94
of school, 167	importance of belonging, 152
· ·	
visible culture, 24–25	management, 94–95
visit, 26–27	responses, 186
- 1 · 6 - 0	Enquiry models of education, 145
Debrief, 79	Enthusiasm, 89
Decision-making processes, 97–98	Environment-based education,
Deep level learning, 45	124
Democratic professionalism, 34	Environmental education (EE),
Department for Education (DfE),	121, 123–124
85–86, 113, 157, 173	Everyday materials, 68
Deployment and Impact of	Exploratory play, 69
Support Staff project (DISS	
project), 114–115	Family
Digging holes, 47	circumstances, 176
Disability, 176	values and attitudes, 56
Domestic abuse, 184–185	Feedback, 6–7
working with children, 187–188	to consolidating learning
Domestic Abuse Bill, 185	and improving future
Domestic violence, 185	submissions, 37–38
Durham Commission, 16	loop, 78
E 1 W E 1 .: C.	Forest School programmes, 125
Early Years Foundation Stage	Formative assessment, 98
(EYFS), 43, 46, 67, 69	0
Education Act (2002), 173	Generation Z, 133
Education Endowment	Goal setting, 107
Foundation, 114	Grades, 37
Education Reform Act, 142	Groupings and seating
Education Regulations (2014),	arrangements, 96–97
173	
Education(al) (see also Higher	Headteachers, 88-90
education)	Higher education (see also
clowns in, 4	Religious education (RE))
praxis in, 32	academic writing in, 34–35
purpose of, 168	delivery approaches, 32
sector, 157	institutions, 134
settings, 93	Home corner, 72
theorists, 168	House of Commons Select
Educator(s), 78–79, 83, 134	Committee, 127
Laucator (0), / 0 / /, 00, 10 l	001111111111111111111111111111111111111

Identity, 165	Mobile technologies, 134
Illicit drug use, 176	Modelling, 97–98
Immigrant populations, 176	Motivation, 89
Informal 'talk partners', 80	strategies, 36
Informal urban forest school	
environment, 57	National Advisory Committee
Information literacy, 5	on Creative and Cultural
Initial teacher training (ITT),	Education (NCCCE),
157–159	12–13
Intellectual curiosity, 45–46, 97	National Workload Agreement,
Intergenerational practice, 54–55,	113
57–58	Nature deficit disorder, 122
engaging in, 58-59	Newly qualified teachers (NQTs),
involving in, 56	85, 87–88, 90, 101, 157, 170
and relevant to teachers, 54-56	Non-Maintained Special Schools
Interview, 27–28	Regulations (2015), 173
Intimate partner violence, 185	Nursery environment, 48–49
Intrinsic motivation, 15	•
Invisible culture, 25–26	Older adults, 58–59
•	Online communities, 132
Jester, 9	Online discussion boards, 132
Jester-clown, 9	Online safety, 136
	Open-ended questioning, 82
Keeping Children Safe in Education	Organisation, 133–134
(KCSiE), 173–174	Organisational citizenship
'Knower learner', challenge to, 35	behaviour, 88
, 8	Outdoor area, 74
'Language nest' model, 53	Outdoor learning, 121–122
Leader, 81	CPD, 127–128
Learner(s), 37, 133	EE, 123–124
as knower, 34	for primary aged children,
Learning, 32–33, 54, 67, 107, 134,	122–123
136	in primary education, 126–127
experience, 135	sustainability, 123–126
providers, 93	
social aspects of, 46	Pedagogy, 15, 168
Learning outside the classroom	Peer on peer abuse or violence,
(LOtC), 126–127	177–178
'Leuven Scales', 46	Physical processes, 68
Listening, 78	'Place responsive pedagogy', 57
Living things and environment, 68	Place-based learning, 124
0 0 1 1 1 3 3 4 5	Planning, 107
Mark-making, 47	Play
Measurement process, 90	importance in science, 69
Mixed-ability trios, 80	types, 69–74
, -,	/ F /

Postgraduate Certificate in	Reflection, 107
Education (PGCE), 160,	Reflective practice model of
165, 167, 170	professional learning, 16
Practitioner, 134–135	Relationships, routines and
taking risks, 169	responses (3 Rs), 93
Praxis, 31	Religion and worldviews (RW),
academic writing in higher	143
education, 34–35	pedagogical opportunities,
challenge to 'knower learner',	145–146
35	Religious education (RE), 141
concept mapping, 35-37	future implications, 146
in education, 32	old certainties and new
using feedback to consolidating	frontiers, 141–142
learning and improving	pedagogical opportunities of
future submissions, 37–38	RW, 145–146
learner as knower, 34	religion and worldviews,
theory and practice in	143–145
professional learning,	Resilience, 89
32–33	Rewarding, 82
useful habits and behaviours for	Role play areas, 72
professional learners, 38	1 , ,
Pre-requisites, 45	Safeguarding, 173–175
Pre-school practice, 55	concern, 175–176
Primary aged children, outdoor	contextual, 177
learning for, 122–123	peer on peer abuse or violence,
Primary education, outdoor	177–178
learning in, 126–127	teachers and staff, 178-179
Primary PGCE, 166	Sand tray, science in, 70–71
Problem-solving, 5	Scholarly article, 36
Professional behaviours, 88	Science, 67
Professional learners, 31	children needs to knowing,
useful habits and behaviours	67–69
for, 38	continuous provision for, 69-70
Professional learning, 33–34	importance of play in, 69
theory and practice in, 32–33	learning, 68
Programme for International	in sand tray, 70–71
Student Assessment, 13	in water tray, 71–72
Pupil talk, 79–82	Scribe, 81
implications for practice, 83	Self-assessment, 103
in learning, 77	Self-efficacy beliefs, 95
Pupils, 82	Self-regulated learners, 101–102
-	education professional,
Quality of instruction, 86	102–103
Questioner, 81	NQTs utilising to support pupils'
Questioning, 82–83	in becoming, 104–106

Self-regulated learning (SRL), 101	Technology, 131–133
aspects, 106–107	Technology-delivered learning, 136
Self-regulation, 101–102	Technology-enhanced learning
Senior leaders, 88–90	(TEL), 131, 136 (see also
Sense of belonging, 96	Outdoor learning)
Sharing, 82	business of lifelong learning,
0.	135–136
Signature pedagogies, 11 Skills, 87	
Small world science, 73–74	cost, 135
Social Learning Theory, 152	future, 137
	learners, 133
Social Web, 132	learning, 136
Socio-cultural theory (Vygotsky),	learning experience, 135
54	organisation, 133–134
Special educational needs (SEN),	practitioner, 134–135
176	technology, 131–133
Special educational needs or	threat, 136–137
disabilities (SEND), 114	Theory of belonging, 152
Staff, 178–179	Thinking, 77–78
Student–teacher relationship, 169	Threat, 136–137
Stupidity, 8	Time management, 107
Subject knowledge, 86	
Summariser, 81	Underage alcohol use, 176
Supported accommodation, 176	United Nations Educational,
Sustainability, 123–126	Scientific and Cultural
	Organisation (UNESCO),
Teachers, 7–8, 43, 178–179	123–124
attitudes, 89	University Work Based Learning, 33
as deliberator, 90	
identity, 167	Velcro effect, 116
observations, 46–47	Visible culture, 24–25
standards, 85–88, 173	
'Teachers Professional Capital', 16	Water cycle, 105
Teaching, 134, 161–162	Water tray, science in, 71–72
Teaching assistant (TA), 113	Web 1. 0, 132
communicating effectively with,	Web 2. 0, 132
117–118	Web 3. 0, 132
interventions, 117	Western culture, 24
learners benefits, 115-117	Wikis, 132
rise of, 113–114	
role, 114–115	Young carers, 176