

Beginning teaching, beginning learning : in early years and primary education

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Abstrak

There is a continuing need to support inexperienced primary and early years teachers in handling the many complex situations that face them in early years and primary education. For example, research and knowledge have developed apace with regard to brain development and the effect of the contexts in which children learn and grow. The need for working in multi-disciplinary teams to address fully children's learning needs is now an expected part of a teacher's routine practice.