

Psle Mathematics Moe | 8c50775e5426a8b27340d1aae6e40f38

Education Sector Development Plan
Mathematics Curriculum in School Education
International Comparisons in Mathematics Education
Economics of Education and Manpower Development
Cambridge Primary Mathematics Stage 1 Games Book with CD-ROM
Clarification of Lesotho's Education Policies and Priorities
Mathematics Education in Singapore
Mathematics Education Deaf People Around the World
PSLE Ultimate Science Guide
Catholic/Christian Mission School Effect in Singapore
Reforms in Islamic Education
Sociocultural Research on Mathematics Education
Mini Science Encyclopedia (5th Edition)
The Singapore Model Method for Learning Mathematics
Assessment in the Mathematics Classroom
Early Algebraization
A Splintered Vision
Leading High-Performance School Systems
New Syllabus Mathematics Textbook 1
Singapore PSLE Mathematics Extreme Drill Questions (Yellowreef)
School Mathematics Curricula
Singapore PSLE Mathematics Challenging Practice Solutions (Yellowreef)
Where Have All the Textbooks Gone?
Curriculum Focal Points for Prekindergarten Through Grade 8 Mathematics
Singapore PSLE Mathematics Extreme Drill Solutions (Yellowreef)
Shaping Maths
Parliamentary Debates
Many Visions, Many Aims
The Way Ahead--into Action
Botswana
The Stack Model Method (Grades 5–6)
Bridging School and University
Many Pathways, one Mission
Education in Tanzania with a Gender Perspective
Primary Eureka (Book 1)
Singapore PSLE Mathematics Teacher's Reference 2013 (Yellowreef)
Facing the Consequences
Visible Learning for Mathematics, Grades K-12
Maths Olympiad

[Education Sector Development Plan](#)

This monograph serves as a resource book on the Model Method. The main purpose is to make explicit how the Model Method is used to develop students' understanding of fundamental mathematics concepts and proficiency in solving basic mathematics word problems. Through the construction of a pictorial model to represent the known and unknown quantities and their relationships in a problem, students gain better understanding of the problem and develop their abilities in mathematical thinking and problem solving. This would provide a strong foundation for the learning of mathematics from the primary to secondary levels and beyond. This monograph also features the Mathematics Framework of the Singapore mathematics curriculum, and discusses the changes that it has undergone over the past two decades. These changes reflected the changing emphases, needs and challenges in the mathematics curriculum as we entered the 21st century.

[Mathematics Curriculum in School Education](#)

In recent times, there has been intense global interest on and scrutiny of Islamic education. In reforming Islamic schools, what are the key actions initiated and are they contested or negotiated by and among Muslims? This edited collection brings together leading scholars to explore current reforms in Islamic schools. Drawing together international case studies, Reforms in Islamic Education critically discusses the reforms, considering the motivations for them, nature of them and perceptions and experiences of people affected by them. The contributors also explore the tensions, resistance, contestations and negotiations between Muslims and non-Muslims, and among Muslims, in relation to the reforms. Highlighting the need to understand and critique reforms in Islamic schools within broad historical, political and socio-cultural contexts, this book is a valuable resource for academics, policymakers and educators.

[International Comparisons in Mathematics Education](#)

[Economics of Education and Manpower Development](#)

[Cambridge Primary Mathematics Stage 1 Games Book with CD-ROM](#)

Rich tasks, collaborative work, number talks, problem-based learning, direct instruction...with so many possible approaches, how do we know which ones work the best? In Visible Learning for Mathematics, six acclaimed educators assert it's not about which one—it's about when—and show you how to design high-impact instruction so all students demonstrate more than a year's worth of mathematics learning for a year spent in school. That's a high bar, but with the amazing K-12 framework here, you choose the right approach at the right time, depending upon where learners are within three phases of learning: surface, deep, and transfer. This results in "visible" learning because the effect is tangible. The framework is forged out of current research in mathematics combined with John Hattie's synthesis of more than 15 years of education research involving 300 million students. Chapter by chapter, and equipped with video clips, planning tools, rubrics, and templates, you get the inside track on which instructional strategies to use at each phase of the learning cycle: Surface learning phase: When—through carefully constructed experiences—students explore new concepts and make connections to procedural skills and vocabulary that give shape to developing conceptual understandings. Deep learning phase: When—through the solving of rich high-cognitive tasks and rigorous discussion—students make connections among conceptual ideas, form mathematical generalizations, and apply and practice procedural skills with fluency. Transfer phase: When students can independently think through more complex mathematics, and can plan, investigate, and elaborate as they apply what they know to new mathematical situations. To equip students for higher-level mathematics learning, we have to be clear about where students are, where they need to go, and what it looks like when they get there. Visible Learning for Math brings about powerful, precision teaching for K-12 through intentionally designed guided, collaborative, and independent learning.

[Clarification of Lesotho's Education Policies and Priorities](#)

This series is endorsed by Cambridge International Examinations and is part of Cambridge Maths.

[Mathematics Education in Singapore](#)

[Mathematics Education](#)

This book provides a one-stop resource for mathematics educators, policy makers and all who are interested in learning more about the why, what and how of mathematics education in Singapore. The content is organized according to three significant and closely interrelated components: the Singapore mathematics curriculum, mathematics teacher education and professional development, and learners in Singapore mathematics classrooms. Written by leading researchers with an intimate understanding of Singapore mathematics education, this up-to-date book reports the latest trends in Singapore mathematics classrooms, including mathematical modelling and problem solving in the real-world context.

[Deaf People Around the World](#)

The third in the series of yearbooks by the Association of Mathematics Educators in Singapore, *Assessment in the Mathematics Classroom* is unique as it addresses a focused theme on mathematics education. The objective is to encourage teachers and researchers to include assessment of non-cognitive attributes and to use techniques in addition to paper-and-pencil tests that focus on typical problems. Several renowned international researchers in the field have published their work in the book. The thirteen chapters of the book illustrate evidence-based practices that school teachers and researchers can experiment in their lessons to bring about meaningful learning outcomes. A recurring theme in most chapters is the widely circulated notions of formative assessment and assessment for learning. The book makes a significant contribution towards assessment in mathematics. It is a good resource for research students and a must-read mathematics educators. Contents: Introduction: Assessment Matters (Khoon Yoong Wong & Berinderjeet Kaur) Using a Multi-Dimensional Approach to Understanding to Assess Students' Mathematical Knowledge (Denisse R Thompson & Berinderjeet Kaur) Assessing Problem Solving in the Mathematics Curriculum: A New Approach (Tin Lam Toh, Khiok Seng Quek, Yew Hoong Leong, Jaguthsing Dindyal & Eng Guan Tay) Assessing Conceptual Understanding in Mathematics with Concept Mapping (Haiyue Jin & Khoon Yoong Wong) Using Journal Writing to Empower Learning (Berinderjeet Kaur & Chun Ming Eric Chan) Implementing Alternative Assessment in the Lower Primary Mathematics Classroom (Kai Kow Joseph Yeo) Open-Ended Tasks and Assessment: The Nettle or the Rose (David J Clarke) Using ICT to Improve Assessment (Marja van den Heuvel-Panhuizen, Angeliki Kolovou & Marjolijn Peltenburg) The Assessment for, of and as Learning in Mathematics: The Application of SLOA (Mo Ching Magdalena Mok) Building Bridges Between Large-Scale External Assessment and Mathematics Classrooms: A Japanese Perspective (Yoshinori Shimizu) Errors in Mathematics Assessment Items Written by Pre-Service Teachers (Jaguthsing Dindyal) Affective Assessment in the Mathematics Classroom: A Quick Start (Eng Guan Tay, Khiok Seng Quek & Tin Lam Toh) Implementing Self-Assessment to Develop Reflective Teaching and Learning in Mathematics (Lianghuo Fan) Readership: Mathematics educators, research students and mathematics teachers. Keywords: Mathematics; Assessment of Learning; Assessment as Learning; Assessment for Learning; Cognitive Domain; Affective Domain; Alternative Assessment

[PSLE Ultimate Science Guide](#)

[Catholic/Christian Mission School Effect in Singapore](#)

This World Bank report is a rich compilation of information on teaching learning materials (TLM) in Africa based on the extensive and multi-faceted experience of the author's work in the education sector in Africa. The study examines a wide range of issues around TLM provision including curriculum, literacy and numeracy, language of instruction policy, procurement and distribution challenges, TLM development and production and their availability, management and usage in schools. It also looks at the role of information and communication technology (ICT) based TLMs and their availability. The study recognizes that improved TLM system management is a critical component in achieving affordable and sustainable TLM provision for all students. This study, which draws from more than 40 Anglophone, Francophone, Lusophone, and Arabic-speaking countries will be particularly useful for policymakers, development partners, and other stakeholders attempting to understand the wide range of issues surrounding the complexity of textbook provision in Sub Saharan Africa.

[Reforms in Islamic Education](#)

Leading researchers in 30 nations describe the shared developmental, social, and educational issues facing deaf people filtered through the prism of unique national, regional, ethnic, and racial realities.

[Sociocultural Research on Mathematics Education](#)

PREFACE The Third International Mathematics and Science Study (TIMSS), sponsored by the International Association for the Evaluation of Educational Achievement (IEA) and the governments of the participating countries, is a comparative study of education in mathematics and the sciences conducted in approximately 50 educational systems on six continents. The goal of TIMSS is to measure student achievement in mathematics and science in participating countries and to assess some of the curricular and classroom factors that are related to student learning in these subjects. The study is intended to provide educators and policy makers with an unparalleled and multidimensional perspective on mathematics and science curricula; their implementation; the nature of student performance in mathematics and science; and the social, economic, and educational context in which these occur. TIMSS focuses on student learning and achievement in mathematics and science at three different age levels, or populations. • Population 1 is defined as all students enrolled in the two adjacent grades that contain the largest proportion of 9-year-old students; • Population 2 is defined as all students enrolled in the two adjacent grades that contain the largest proportion of 13-year-old students; and • Population 3 is defined as all students in their final year of secondary education, including students in vocational education programs. In addition, Population 3 has two "specialist" subpopulations: students taking advanced courses in mathematics (mathematics specialists), and students taking advanced courses in physics (physics specialists).

[Mini Science Encyclopedia \(5th Edition\)](#)

A Splintered Vision: An Investigation of U.S. Science and Mathematics Education is the US report on the curriculum analysis component of the Third International Mathematics and Science Study (TIMSS) which was sponsored by the International Association for the Evaluation of Educational Achievement (IEA). The report summarizes data from the TIMSS curriculum analysis and integrates it with teacher questionnaire data from the US, Japan, and Germany on science and mathematics topic coverage and instructional practices. The authors of *A Splintered Vision* discuss and provide evidence of the unfocused nature of US mathematics and science curricular intentions, textbooks, and teacher practices. They offer the premise that producers of US textbooks and curriculum guides have attempted to answer calls for curricular reform by adding new content to already existing materials instead of devoting time to restructuring the materials. The authors also suggest that US teachers, inundated with a myriad of competing visions, are attempting to cover all the topics they confront in their resource documents and to meet all the instructional demands placed on them by those with a stake in education. In keeping with the 'incremental assembly line' philosophy in American society, US teachers also tend to lean toward a piecemeal approach to education. The authors speculate on what such practices may mean for the mathematics and science achievement of US students. The work is sure to spur discussion among educational researchers, policy makers, and others concerned about the future of mathematics and science education in the US.

[The Singapore Model Method for Learning Mathematics](#)

Mathematics curriculum, which is often a focus in education reforms, has not received extensive research attention

until recently. Ongoing mathematics curriculum changes in many education systems call for further research and sharing of effective curriculum policies and practices that can help lead to the improvement of school education. This book provides a unique international perspective on diverse curriculum issues and practices in different education systems, offering a comprehensive picture of various stages along curriculum transformation from the intended to the achieved, and showing how curriculum changes in various stages contribute to mathematics teaching and learning in different educational systems and cultural contexts. The book is organized to help readers learn not only from reading individual chapters, but also from reading across chapters and sections to explore broader themes, including: Identifying what is important in mathematics for teaching and learning in different education systems; Understanding mathematics curriculum and its changes that are valued over time in different education systems; Identifying and analyzing effective curriculum practices; Probing effective infrastructure for curriculum development and implementation. Mathematics Curriculum in School Education brings new insights into curriculum policies and practices to the international community of mathematics education, with 29 chapters and four section prefaces contributed by 56 scholars from 14 different education systems. This rich collection is indispensable reading for mathematics educators, researchers, curriculum developers, and graduate students interested in learning about recent curriculum development, research, and practices in different education systems. It will help readers to reflect on curriculum policies and practices in their own education systems, and also inspire them to identify and further explore new areas of curriculum research for improving mathematics teaching and learning.

[Assessment in the Mathematics Classroom](#)

- first to completely cover all question-types since 1996
- first to expose all “trick” questions
- first to make available full set of step-by-step solution approaches
- first to provide examination reports revealing common mistakes & wrong habits
- easy-to-implement check-back procedure
- first to give short side-reading notes
- advanced trade book
- complete edition eBook available
- Books available for other subjects including Physics, Chemistry, Biology, Mathematics, Economics, English
- Primary level, Secondary level, GCE O-level, GCE A-level, iGCSE, Cambridge A-level, Hong Kong DSE
- visit www.yellowreef.com for sample chapters and more

[Early Algebraization](#)

WITH A FOREWORD BY LINDA DARLING-HAMMOND Did you know that close to half of today's jobs in the U.S. could be done by robots and that proportion is rapidly increasing? It is quite possible that about half of today's high school graduates will not have the knowledge or skills needed to get a decent job when they graduate. Tomorrow's high school graduates will be able to thrive in this environment, but only if school superintendents, central office executives, and principals use the strategies employed by the world's top-performing education systems to build the high-performance education systems today's students will need to succeed tomorrow. In *Leading High-Performance School Systems: Lessons from the World's Best*, Marc Tucker, a leading expert on top-performing school systems with more than 30 years of experience studying the global economy and education systems worldwide, details how top-performing school systems have met head-on the challenges facing school leaders today. You'll learn why our current system is obsolete, explore the knowledge and skills needed to design and build first-rate education systems, and gain a solid understanding of the key elements of high-performance school systems, including the following: A powerful, coherent instructional system with school-leaving certifications that mean much more than today's high school diploma. Partnerships with first-rate universities to ensure a steady supply of highly capable, well-educated, and well-trained teachers. Schools reorganized around highly qualified professional teachers with a career ladder they can climb. High expectations and personalized support to ensure that children arrive at each grade level ready to learn. An equitable system that closes the gaps in student performance. Vocational education for talented youth seeking an applied, academically rigorous education. *Leading High-Performance School Systems* is an invaluable resource for school leaders preparing today's students for tomorrow's world. This book is a copublication of ASCD and NCEE.

[A Splintered Vision](#)

Curriculum Focal Points for Prekindergarten through Grade 8 Mathematics: A Quest for Coherence provides a rationale for focal points for each grade level, prekindergarten - 8.

[Leading High-Performance School Systems](#)

Facing the Consequences presents a perspective on US mathematics and science education that is developed from data gathered as part of the Third International Mathematics and Science Study (TIMSS). TIMSS is the most extensive and far-reaching cross-national comparative study of mathematics and science education ever attempted. It includes comparing official curricula, textbooks, teacher practices, and student achievements for many countries (from 20 to 50 countries, depending on the particular comparison). Thousands of official documents and textbooks were analyzed. Thousands of teachers, principals, and other experts responded to survey questionnaires. A sample of mathematics teachers in three countries had their lessons videotaped. Hundreds of thousands of children in almost 50 countries were tested in mathematics and science. This report presents a closer look at US mathematics and science education through careful examination of TIMSS data. The authors believe this investigation shows how deceptive many often unquestioned assumptions about American education can be. Drawing upon many new analyses not previously reported and integrating these with previous analyses of TIMSS data, the authors develop and illustrate the argument that what happens to American students is the consequence of American beliefs that shape educational practice and the accretion of a myriad educational choices made in mathematics and science education.

[New Syllabus Mathematics Textbook 1](#)

[Singapore PSLE Mathematics Extreme Drill Questions \(Yellowreef\)](#)

[School Mathematics Curricula](#)

[Singapore PSLE Mathematics Challenging Practice Solutions \(Yellowreef\)](#)

New Syllabus Mathematics (NSM) is a series of textbooks specially designed to provide valuable learning experiences to engage the hearts and minds of students sitting for the GCE O-level examination in Mathematics. Included in the textbooks are Investigation, Class Discussion, Thinking Time, Journal Writing, Performance Task and Problems in Real-World Contexts to support the teaching and learning of Mathematics. Every chapter begins with a chapter opener which

motivates students in learning the topic. Interesting stories about Mathematicians, real-life examples and applications are used to arouse students' interest and curiosity so that they can appreciate the beauty of Mathematics in their surroundings. The use of ICT helps students to visualise and manipulate mathematical objects more easily, thus making the learning of Mathematics more interactive. Ready-to-use interactive ICT templates are available at [http://www.shinglee.com.sg/ StudentResources/](http://www.shinglee.com.sg/StudentResources/)

[Where Have All the Textbooks Gone?](#)

[Curriculum Focal Points for Prekindergarten Through Grade 8 Mathematics](#)

A critical overview of the current debate and topical thinking on international comparative investigations in mathematics education. The contributors are all major figures in international comparisons in mathematics. The book highlights strengths and weaknesses in various systems worldwide, allowing teachers, researchers and academics to compare and contrast different approaches. A significant contribution to the international debate on standards in mathematics.

[Singapore PSLE Mathematics Extreme Drill Solutions \(Yellowreef\)](#)

[Shaping Maths](#)

[Parliamentary Debates](#)

[Many Visions, Many Aims](#)

The three books in the Primary Eureka series feature outstanding primary school compositions written, selected, compiled and edited by English Language and Literature specialist, Diana Tham. The works are her own as well as standout pieces by her students, providing model structures and valuable tips to help primary school pupils crystallise their ideas and maximise their creative potential for writing stellar compositions in everyday schoolwork, examinations and beyond.

[The Way Ahead--into Action](#)

[Botswana](#)

[The Stack Model Method \(Grades 5–6\)](#)

In this volume, the authors address the development of students' algebraic thinking in the elementary and middle school grades from curricular, cognitive, and instructional perspectives. The volume is also international in nature, thus promoting a global dialogue on the topic of early Algebraization.

[Bridging School and University](#)

This book sheds light on school mathematics curricula in Asian countries, including their design and the recent reforms that have been initiated. By discussing and analyzing various problematic aspects of curriculum development and implementation in a number of East and South Asian countries and offering insights into these countries' unique approaches to supplementing school mathematics curricula, it contributes to shaping effective policies for implementation, assessment and monitoring of curricula. The book covers a wide range of issues: curriculum design, localization of curricula, directions of curricular reforms, mathematics textbooks, assessment within the curriculum and teachers' professional development, which are of interest to a wide international audience.

[Many Pathways.one Mission](#)

[Education in Tanzania with a Gender Perspective](#)

This volume--the first to bring together research on sociocultural aspects of mathematics education--presents contemporary and international perspectives on social justice and equity issues that impact mathematics education. In particular, it highlights the importance of three interacting and powerful factors--gender, social, and cultural dimensions. Sociocultural Research on Mathematics Education: An International Perspective is distinguished in several ways: * It is research based. Chapters report on significant research projects; present a comprehensive and critical summary of the research findings; and offer a critical discussion of research methods and theoretical perspectives undertaken in the area. * It is future oriented, presenting recommendations for practice and policy and identifying areas for further research. * It deals with all aspects of formal and informal mathematics education and applications and all levels of formal schooling. As the context of mathematics education rapidly changes-- with an increased demand for mathematically literate citizenship; an increased awareness of issues of equity, inclusivity, and accountability; and increased efforts for globalization of curriculum development and research-- questions are being raised more than ever before about the problems of teaching and learning mathematics from a non-cognitive science perspective. This book contributes significantly to addressing such issues and answering such questions. It is especially relevant for researchers, graduate students, and policymakers in the field of mathematics education.

[Primary Eureka \(Book 1\)](#)

[Singapore PSLE Mathematics Teacher's Reference 2013 \(Yellowreef\)](#)

[Facing the Consequences](#)

[Visible Learning for Mathematics, Grades K-12](#)

[Maths Olympiad](#)

Copyright code : [8c50775e5426a8b27340d1aae6e40f38](#)