

# Academe Development Partner Agencies Pep Net

This book traces the history of English education in the People's Republic of China from 1949 to the present day. It uses the junior secondary school curriculum as the means to examine how English curriculum developers and textbook writers have confronted the shifting ambiguities and dilemmas over five distinct historical periods. The study of the processes of curriculum development and the products such as syllabi and textbooks offers insights into the construction of an 'official' English, as well as what was considered as acceptable content in English. This book addresses fundamental and significant questions concerning the English promoted in China, namely its characteristics; its changes over time and explanations for such changes; and the kind of content that has been viewed as appropriate for textbooks. To investigate these issues, the analysis draws on qualitative and quantitative data, such as interviews with principal stakeholders and analysis of the syllabus and recommended textbooks. Specifically, it looks at the choice and organization of linguistic components, and the orientation and messages of the curriculum. "Language education in China during the second half of the twentieth century might arguably be called the world's largest language engineering project. In this comprehensive study, Dr Adamson examines a part of that project by charting the twists and turns of English language education from the pre-revolutionary period to the present. He successfully illustrates how tensions in China's massive educational system are negotiated from center to periphery, how textbook writers adapt to the socio-political mandates of their time to construct formal school curricula. Adamson also raises significant questions regarding the contradictions

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inherent in Chinese globalization.” —Heidi Ross, Professor, Department of Educational Leadership and Policy Studies, School of Education, Indiana University at Bloomington “Bob Adamson has provided in this book one of the first detailed studies published in English of the history of a school subject in the PRC. The study provides fascinating insights into the changing nature of the English curriculum, the shifting socio-political context of the PRC and their complex inter-relationships.” —Paul Morris, President, The Hong Kong Institute of Education “The learning of English is a crucial aspect of China’s opening up to the world and increasingly prominent global role. This welcome volume provides an in-depth historical perspective on this important subject, including the recent periods of modernization (1978–1993) and globalization (1993 to the present). It should be compelling reading for all those involved with contemporary China across a wide spectrum of areas.” —Ruth Hayhoe, University of Toronto; President Emerita, The Hong Kong Institute of Education

Volume 1 (A and B) of the Yearbook of International Organizations covers international organizations throughout the world, comprising their aims, activities and events Interested in the latest trends in nursing education written by the nurse educators pioneering these innovations? Then welcome to the first volume of the Annual Review of Nursing Education. This Review focuses on these innovative practices of teaching. It describes educational strategies you can adapt to your own settings and is written for educators in associate, baccalaureate, and graduate nursing programs, staff development, and continuing education. The goal of the Review is to keep educators updated on recent innovations in nursing education across all settings.

The SADC Protocol on Gender and Development is the only sub-regional instrument in the world that brings together

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global and continental commitments to gender equality in one instrument used to enhance accountability. The Southern African Gender Protocol Alliance is a network of country and regional NGOs that campaigned for the Protocol, it's updating, implementation and tracking. Originally aligned to the Millennium Development Goals that expired in 2015, SADC Gender Ministers updated the Protocol and aligned it to the Sustainable development Goals (SDGs), Beijing Plus Twenty and the Africa Agenda 2063 in 2016. In July 2017, the Ministers adopted a Monitoring, Evaluation and Results Framework (MERF) that is now the basis of reporting. 2018 marks the tenth anniversary of the SADC Gender Protocol and the Barometer. Moving with the times, the Alliance has expanded the two yardsticks in the Barometer: the SADC Gender and Development Index (SGDI) and the Citizen Score Card (CSC). The Barometer incorporates many MERF and SDG indicators, as well as its own unique measures of voice, choice and control. The Barometer also introduces the Gender Responsive Assessment of Constitutions and Laws conducted by Alliance experts and networks around the region. A wealth of data, insights and analysis awaits all readers of the Barometer, that will also be made available online and in multi-media formats. The "SADC we want" is one in which citizens engage; step it up for gender equality, and make sure we achieve Planet 50/50 by 2030!

Increasing numbers of evidence-based interventions have proven effective in preventing and treating behavioral disorders in children. However, the adoption of these interventions in the health care system and other systems that affect the lives of children has been slow. Moreover, with few exceptions, current training in many fields that involve the behavioral health of children falls short of meeting the needs that exist. In general, this

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training fails to recognize that behavioral health disorders are among the largest challenges in child health and that changing cognitive, affective, and behavioral health outcomes for children will require new and more integrated forms of care at a population level in the United States. To examine the need for workforce development across the range of health care professions working with children and families, as well as to identify innovative training models and levers to enhance training, the Forum on Promoting Children's Cognitive, Affective, and Behavioral Health held a workshop in November 2016. Workshop panelists and participants discussed the needs for workforce development across the range of health care professions working with children, youth, and families, and identified innovative training models and levers for change to enhance training. This publication summarizes the presentations and discussions from the workshop.

Measure, Use, Improve! Data Use in Out-of-School Time shares the experience and wisdom from a broad cross-section of out-of-school time professionals, ranging from internal evaluators, to funders, to researchers, to policy advocates. Key themes of the volume include building support for learning and evaluation within out-of-school time programs, creating and sustaining continuous quality improvement efforts, authentically engaging young people and caregivers in evaluation, and securing funder support for learning and evaluation. This volume will be particularly useful to leadership-level staff in out-of-school time organizations that are thinking about deepening their own learning and evaluation systems,

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yet aren't sure where to start. Authors share conceptual frameworks that have helped inform their thinking, walk through practical examples of how they use data in out-of-school time, and offer advice to colleagues.

Features various trends in nursing education. This review describes educational strategies you can adapt to your own settings, and is written for educators in associate, baccalaureate, and graduate nursing programs, staff development, and education. It aims to keep educators updated on innovations in nursing education across various settings.

Yoland Wadsworth's ground-breaking proposition is that the act of inquiry is the way by which every living organism and all collective human life goes about continuously learning, improving and changing. Building in Research and Evaluation explores this new approach, a basic theory of human understanding and action. By deepening our understanding about the cyclical processes of acting, observing, questioning, feeling, reflecting, thinking, planning and acting again, Wadsworth identifies how new life might be brought to what we do, both professionally, and personally. Far from being dry academic theory, she shows how this practice-derived evaluative inquiry process can drive progress toward social justice and human betterment. This book will open new vistas of thought and new methods of inquiry for the reflective practitioner in health, human services, education, social sciences. It is the theoretical capstone of a trilogy of best-selling books by Wadsworth, which also includes *Everyday Evaluation on the Run* and *Do-it-Yourself Social Research*.

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More than twenty years after the Earth Summit was held in Rio de Janeiro in 1992, both national and international actors in governmental and nongovernmental fields are still searching for insights into how sustainable development can be advanced and environmental concerns incorporated into the development agenda more effectively. Moreover, climate change has emerged as a preeminent challenge to both the environment and to development. *Evaluating Environment in International Development* provides international perspectives and in-depth knowledge of evaluating development and the environment and applies evaluation knowledge to climate change mitigation and adaptation. The book focuses on the approaches and experiences of leading international organizations, not-for-profits, and multilateral and bilateral aid agencies to illustrate how systematic evaluation is an essential tool for providing evidence for decision-makers. It provides novel and in-depth perspectives on evaluating environment and sustainability issues in developing countries. Moving beyond projects and programmes, it considers aspects such as evaluating normative work on the environment and evaluating environmental consequences of economic and social development efforts. This original collection should be of interest to scholars of environment studies, development studies, international relations, sustainable development and evaluation, as well as practitioners in international organizations and development and environmental NGOs.

A guide for educators seeking grants discusses the steps to take before, during, and after writing a proposal.

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Written by and for educational psychologists, this valuable text includes reflections and practical support that will equip professionals to confidently handle the challenges inherent to leadership in the field for decades to come. The book: Meets a need to support new and existing educational psychologists (EPs) in understanding a range of leadership models Provides useful frameworks to apply to the Local Authority contexts where leaders are working Offers chapters that can be read independently as stand-alone topics or in sequential order Is derived from decades of courses for leaders of educational psychology Written by experienced educational psychologists (EPs) for other EPs in leadership positions and those aspiring to become leaders, this unique and practical book addresses a number of themes including the debate over the nature of leadership and the growing concern for equity and ethics in practice. It emphasises the importance of building and maintaining relationships at all levels, especially during challenging times.

*Leadership for Educational Psychologists: Principles & Practicalities* offers chapters covering such topics as: managing educational psychology services (EPSs); past and present leadership frameworks; ethical leadership; change management; women in leadership; inspirational and outward-facing leadership; educational psychology within a Welsh context; appreciative enquiry; recruitment and retention; managing data and quality standards; selling educational psychology services; and more. The book finishes with a section on available support mechanisms for EPs in leadership positions. *Leadership*

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for Educational Psychologists will be of great benefit to educational psychologists in leadership, including existing principal and senior educational psychologists, as well as those planning to move into promoted posts within EPSs. It will also be of interest to policymakers in local government, public sector leaders who manage professionals within local authorities, and voluntary and community organisations.

With age-appropriate, inquiry-centered curriculum materials and sound teaching practices, middle school science can capture the interest and energy of adolescent students and expand their understanding of the world around them. Resources for Teaching Middle School Science, developed by the National Science Resources Center (NSRC), is a valuable tool for identifying and selecting effective science curriculum materials that will engage students in grades 6 through 8. The volume describes more than 400 curriculum titles that are aligned with the National Science Education Standards. This completely new guide follows on the success of Resources for Teaching Elementary School Science, the first in the NSRC series of annotated guides to hands-on, inquiry-centered curriculum materials and other resources for science teachers. The curriculum materials in the new guide are grouped in five chapters by scientific area--Physical Science, Life Science, Environmental Science, Earth and Space Science, and Multidisciplinary and Applied Science. They are also grouped by type--core materials, supplementary units, and science activity books. Each annotation of curriculum material includes a recommended grade

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level, a description of the activities involved and of what students can be expected to learn, a list of accompanying materials, a reading level, and ordering information. The curriculum materials included in this book were selected by panels of teachers and scientists using evaluation criteria developed for the guide. The criteria reflect and incorporate goals and principles of the National Science Education Standards. The annotations designate the specific content standards on which these curriculum pieces focus. In addition to the curriculum chapters, the guide contains six chapters of diverse resources that are directly relevant to middle school science. Among these is a chapter on educational software and multimedia programs, chapters on books about science and teaching, directories and guides to science trade books, and periodicals for teachers and students. Another section features institutional resources. One chapter lists about 600 science centers, museums, and zoos where teachers can take middle school students for interactive science experiences. Another chapter describes nearly 140 professional associations and U.S. government agencies that offer resources and assistance. Authoritative, extensive, and thoroughly indexed--and the only guide of its kind--*Resources for Teaching Middle School Science* will be the most used book on the shelf for science teachers, school administrators, teacher trainers, science curriculum specialists, advocates of hands-on science teaching, and concerned parents.

IFC shares the primary objective of all World Bank Group institutions: to reduce poverty and improve the lives of

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people in its developing member countries. Since 1956, IFC has committed more than.

Member States in the UNECE/WHO European Region established the Transport, Health and Environment Pan European Programme (THE PEP) in 2002. It is an intersectoral and intergovernmental policy framework and it aims to promote mobility and transport strategies that integrate environmental and health concerns. THE PEP has developed, over the years, implementation mechanisms to support the work of member States. One of those mechanisms comprises THE PEP Partnerships. THE PEP Partnerships provide a means by which member States and other stakeholders can work together in greater depth on specific issues and develop tools, methods and other resources to support policy implementation. This publication takes stock of the work done by the Partnerships, and the results achieved, and provides a clear basis for discussions on their future during the Fifth Meeting of the High-level Meeting on Transport, Health and Environment (Vienna, 22–24 October 2019).

This is the only book to offer an evidence-based model for retaining students and ensuring success across the nursing education spectrum. It is designed to assist faculty in creating, implementing, and evaluating student retention and academic success strategies. This model, Nursing Undergraduate Retention and Success (NURS), can be used effectively with all kinds of nursing programs, both traditional and nontraditional, including diploma, ADN, RN-BS, and accelerated BS. The book features the Nursing Student Retention Toolkit, an easy-

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to-use digital toolkit for assessment and planning that is thoroughly cross-referenced and integrated into the text. Together, these complementary resources offer a wide selection of educational activities and support strategies for diverse learners and settings. The text provides guidelines for maximizing educational strengths, identifying and assessing at-risk students, facilitating student retention, and revitalizing teaching methods. It examines the multidimensional factors that must be considered, including cultural values and beliefs, and describes proven strategies for promoting retention and academic success such as faculty advisement, promoting professional events and membership, peer partnerships, and enrichment programs. Nursing Student Retention, with its breadth of information and one-of-a-kind digital toolkit, will be of great value to nurse educators, administrators, and graduate students. This new edition features: An easy-to-use format that includes the Nursing Student Retention Toolkit, a digital adjunct containing assessment tools, and templates for designing, implementing, and evaluating retention strategies Chapters updated to provide a wealth of new information and evidence-based strategies Real-life scenarios featuring diverse learners and settings Vignettes to synthesize and demonstrate application of learning

Founded in 1971, the Academy of Marketing Science is an international organization dedicated to promoting timely explorations of phenomena related to the science of marketing in theory, research, and practice. Among its services to members and the community at large, the

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Academy offers conferences, congresses and symposia that attract delegates from around the world.

Presentations from these events are published in this Proceedings series, which offers a comprehensive archive of volumes reflecting the evolution of the field. Volumes deliver cutting-edge research and insights, complimenting the Academy's flagship journals, the Journal of the Academy of Marketing Science (JAMS) and AMS Review. Volumes are edited by leading scholars and practitioners across a wide range of subject areas in marketing science. This volume includes the full proceedings from the 2002 Academy of Marketing Science (AMS) Annual Conference held in Sanibel Harbour Resort, Florida.

Includes 66 promising practices in math. and science education developed by the 10 regional educational laboratories funded by the U.S. Dept. of Education. Identifies and describes specific government assistance opportunities such as loans, grants, counseling, and procurement contracts available under many agencies and programs.

Over the past decade, increasing competition has created immense opportunities for businesses globally. As such, it is important to research new methods and systems for creating optimal business cultures. Cases on Quality Initiatives for Organizational Longevity is a scholarly publication that examines cases on practices in organizations and how they have facilitated transformation over the years. Featuring coverage on a broad range of topics such as customer loyalty, benchmarking, and employee training, this book is geared toward business owners, managers, entrepreneurs, professionals, researchers, and students seeking current and

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relevant research on contemporary cases in the field of business quality management.

This book examines the gaps in creativity education across the education lifespan and the resulting implications for creative education and economic policy. Building on cutting-edge international research, the editors and contributors explore innovations in interdisciplinary creativities, including STEM agendas and definitions, science and creativity and organisational creativity amongst other subjects. Central to the volume is the idea that good creative educational practice and policy advancement needs to reimagine individual contribution and possibilities, whilst resisting standardization: it is inherently risky, not risk-averse. Prioritising creative partnerships, zones of contact, practice encounters and creative ecologies signal new modes of participatory engagement. Unfortunately, while primary schools continue to construct environments conducive to this kind of 'slow education', secondary schools and education policy persistently do not. This book argues, from diverse viewpoints and methodological perspectives, that 21st-century creativity education must find a way to advance in a more integrated and less siloed manner in order to respond to pedagogical innovation, economic imperatives and creative possibilities, and adequately prepare students for creative practice, workplaces and publics. This innovative volume will appeal to students and scholars of creative practice as well as policy makers and practitioners.

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