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**Benchmarks for Science Literacy**

*American Association for the Advancement of Science 1994-01-06*

Published to glowing praise in 1990, Science for All Americans defined the science-literate American--describing the knowledge, skills, and attitudes all students should retain from their learning experience--and offered a series of recommendations for reforming our system of education in science, mathematics, and technology. Benchmarks for Science Literacy takes this one step further. Created in close consultation with a cross-section of American teachers, administrators, and scientists, Benchmarks elaborates on the recommendations to provide guidelines for what all students should know and be able to do in science, mathematics, and technology by the end of grades 2, 5, 8, and 12. These grade levels offer reasonable checkpoints for program evaluation and assessment, burden them with a rigid formula for teaching. Benchmarks is not a proposed curriculum, nor is it a plan for one: it is a tool educators can use as they design curricula that fit their student's needs and meet the goals first outlined in Science for All Americans. Far from pressing for a single educational program, Project 2061 advocates a reform strategy that will lead to more curriculum diversity than is common today. IbnBenchmarks emerged from the work of six diverse school-district teams who were asked to rethink the K-12 curriculum and outline alternative ways of achieving science literacy for all students. These teams based their work on published research and the continuing advice of prominent educators, as well as their own teaching experience. Focusing on the understanding and interconnection of key concepts rather than rote memorization of terms and isolated facts, Benchmarks advocates building a lasting understanding of science and related fields. In a culture increasingly pervaded by science, mathematics, and technology, science literacy require habits of mind that will enable citizens to understand the world around them, make some sense of new technologies as they increasingly pervaded by science, mathematics, and technology, science literacy require habits of mind that will enable citizens to understand the world around them, make some sense of new technologies as they emerge and grow, and deal sensibly with problems that involve evidence, numbers, patterns, logical arguments, and technology--as well as the relationship of these disciplines to the arts, humanities, and vocational sciences--making science literacy relevant to all students, regardless of their career paths. If Americans are to participate in a world shaped by modern science and mathematics, a world where technological know-how will offer the keys to economic and political stability in the twenty-first century, education in these areas must become one of the nation's highest priorities. Together with Science for All Americans, Benchmarks for Science Literacy offers a bold new agenda for the future of science education in this country, one that is certain to prepare our children for life in the twenty-first century.

**Inquiry-Guided Learning**

American Association for the Advancement of Science 2012-04-10

Inquiry-Guided Learning is the approach to education that has been most effective in the past and is the most effective in the future. In this approach, students are the focus of their learning, and teachers are the facilitators of their learning. Inquiry-Guided Learning has been shown to be effective in a variety of settings, including traditional classrooms, online classrooms, and homeschooling. In this article, we discuss the benefits of Inquiry-Guided Learning and provide some tips for implementing it in your classroom.

**Every Minute Matters**

*Grades K-5*

Molly Ness 2020-07-02

Make the most of every instructional minute with engaging literacy activities. This book offers a series of strategies and ideas for how to maximize every minute of instruction with engaging activities that will keep students interested and engaged. The book is structured into three parts: Part I focuses on strategies for maximizing instructional time, Part II provides strategies for engaging students in literacy activities, and Part III offers strategies for making the most of instructional time in the classroom.

**Measurement and Assessment in Teaching**

M. David Miller 2012

Pub. from Preval. editions entered under: Linn, Robert L.

Every Minute Matters [Grades K-5] Molly Ness 2020-07-02 Make the most of every instructional minute with engaging literacy activities—Time—or lack thereof—may be the most precious commodity in the classroom. From covering all the necessary curriculum and imparting life skills to attending meetings and answering emails, educators are faced with real challenges when there seems to be enough time to do it all. Although teachers don’t have the power to create more minutes in the school day, they do have the power to be effective and efficient with the time given. Molly Ness asks teachers first to examine their use of time in the classroom in order to make more space for literacy. She then introduces 40 innovative activities designed to replace seatwork. These literacy-rich alternatives for classroom transitions are presented alongside Research on instructional time in K-5 classrooms. Strategies for how to maximize every minute of instruction Suggestions for improving efficiency to expand independent reading and writing time Reflective practices to help teachers examine how they use the time they have. This national day is ripe for redesign with a thoughtful and authentic time audit. Every Minute Matters guides educators through that process by outlining literacy-rich activities to optimize transitional times and minimize lost instructional minutes.

**Understanding by Design**

Grant Wiggins 2005

This book presents a multifaceted model of understanding, which is based on the premise that people can demonstrate understanding in a variety of ways. Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth Through Age 5, Fourth Edition (Fully Revised and Updated) Naeyc 2021-08

The long-awaited new edition of NAEYC’s book Developmentally Appropriate Practice in Early Childhood Programs is here, fully revised and updated! Since the first edition in 1987, it has been an essential resource for the early childhood education community. Early childhood educators have a professional responsibility to plan and implement intentional, developmentally appropriate learning experiences that promote the social and emotional development, physical development and health, cognitive development, and general learning competencies of each child served. But what is developmentally appropriate practice (DAP)? DAP is a framework designed to promote young children’s optimal learning and development through a strengths-based approach to joyful, engaged learning. As educators make decisions to support each child’s learning and development, they consider what they know about (1) commonality in children’s development and learning, (2) each child as an individual (within the context of their family and community), and (3) everything discernible about the social and cultural contexts for each child, each educator, and the program as a whole. This latest edition of the book is fully revised to underscore the critical role social and cultural contexts play in children development and learning, including new research about implicit bias and teachers’ own context and consideration of advances in neuroscience. Educators implement developmentally appropriate practice by recognizing the many assets all young children bring to the early learning program as individuals and as...
Developmentally Appropriate Curriculum

Marjorie J. Kostelnik
2014-05-08 Note: This is the bound book only and does not include access to the Enhanced Pearson eText. To order the Enhanced Pearson eText packaged with a bound book, use ISBN 0133830977. Helps students create the best programs for young children ages three through eight. The authors' goal in writing Developmentally Appropriate Curriculum: Best Practices in Early Childhood Education was to bring together the best information currently available for developing an integrated approach to curriculum and instruction in the early years. The Sixth Edition addresses all aspects of classroom life, including the roles of children and adults, the physical and social environments, and teaching and learning within multiple domains for children age three to eight. It provides a comprehensive, cohesive approach to curriculum development, which results in greater continuity for children and practitioners in group settings in childcare, preschool, and the early elementary grades. Concentrating as much on the "how" of curriculum development as on the "what and why," the authors provide practical, research-based guidelines for translating theory into best practice that accommodates age-appropriateness, individual differences, and social and cultural diversity. Students learn how to consider, plan, and evaluate curricula and learning opportunities for young children in diverse classrooms and settings. Teaching Strategies

Jamie P. Henderson
2011 This new book presents topical research in the study of teaching strategies. Topics discussed in this compilation include the role of analogical and structural models to improve the teaching strategies of physics comprehension; computer games as a technological tool in the education setting; classroom questioning to enhance learning; anti-bias curriculums; the use of practical skills Guidelines on teaching and assessing for successful intelligence Details on how to apply the Teaching Strategies tool in the classroom Teacher reflection sections, suggested readings, and sample planning checklists

Integrative Education

Betty Jean Eklund Shoemaker 1989

Curriculum Development

Adelaida L. Bago 2008

maturing in jesus christ

Taxonomy of Educational Objectives

1984

members of families and communities. They also develop an awareness of their own context. Building on each child's strengths, educators design and implement learning settings to help each child achieve their full potential across all domains of development and across all content areas.

How People Learn National Research Council 2000-08-11 First released in the Spring of 1999, How People Learn has been expanded to show how the theories and insights from the original book can translate into actions and practice, now making a real connection between classroom activities and learning behavior. This edition includes far-reaching suggestions for research that could increase the impact that classroom teaching has on actual learning. Like the original edition, this book offers exciting new research about the mind and the brain that provides answers to a number of compelling questions. When do infants begin to learn? How do experts learn and how is this different from non-experts? What can teachers and schools do with curricula, classroom settings, and teaching methods--to help children learn most effectively? New evidence from many branches of science has significantly added to our understanding of what it means to know, from the neural processes that occur during learning to the influence of culture on what people see and absorb. How People Learn examines these findings and their implications for what we teach, how we teach it, and how we assess what our children learn. The book uses exemplary teaching to illustrate how approaches based on what we now know result in in-depth learning. This new knowledge calls into question concepts and practices firmly entrenched in our current education system. Topics include: How learning actually changes the physical structure of the brain. How existing knowledge affects what people notice and how they learn. What the thought processes of experts tell us about how to teach. The amazing learning potential of infants. The relationship of classroom learning and everyday settings of community and workplace. Learning needs and opportunities for teachers. A realistic look at the role of technology in education.

Performance of 4PS and Non-4PS Recipients in the Elementary Schools of Burgos, Ilocos Sur

020-08-35 Master's Thesis from the year 2016 in the subject Pedagogy - General, grade: C. This study aims to compare the academic performance of 4PS and non-4PS recipients in the elementary schools of Burgos, Division of Ilocos Sur. It further determined the level of academic performance of the 4PS recipients and the non-4PS recipients of Burgos. It addresses answers to the following specific questions: 1) What is the profile of the beneficiaries and non-beneficiaries of 4PS in the elementary schools of Burgos, Ilocos Sur in terms of the following personal-related factors such as age, sex, family size, number of siblings covered by 4PS, occupation of parents, presence of parents at home, daily allowance, and parent’s educational attainment? 2) What is the status of the beneficiaries and non-beneficiaries of 4PS in terms of supervisory assistance from parents and nutrition? 3) What is the level of the academic performance of the beneficiaries and non-beneficiaries of 4PS in terms of their grasp on the four major subjects such as English, Filipino, Science and Mathematics? 4) Is there a significant difference between the status along supervisory assistance and nutrition of the 4PS and non-4PS recipients? 5) Is there a significant relationship between the personal-related factors of the 4PS and non-4PS recipients and their academic performance? 6) Is there a significant relationship between the status of the 4PS and non-4PS recipients and their academic performance? 7) Is there a significant difference between the academic performance of the 4PS and non-4PS recipients? Personal-related factors of the respondents (age, sex, family size, number of siblings covered by 4PS, occupation of parents, presence of parents at home, daily allowance, and parent’s educational attainment) were considered as the independent variables while academic performance were the dependent variables. Academic performance was measured in terms of the respondents' average grades in English, Filipino, Science and Mathematics for the second quarter, school year 2015-2016. Nutritional Status and supervisory assistance from parents were also assessed in this study. Relationships of the personal-related factors of the respondents and their academic performance were explored. Likewise, the study also aimed to compare the status of respondents in terms of nutrition and supervisory assistance from parents.

Integrative Education

Betty Jean Eklund Shoemaker 1989

Curriculum Development

Adelaida L. Bago 2008

maturing in jesus christ

Taxonomy of Educational Objectives

1984
Extensively revised Part I (chapters 1–4) provides an updated review of national standards developed for inclusive teacher’s guide to the social studies classroom. New to this Edition A list of goals before each classroom environments. The practical strategies in Part II build upon the learning theories described in strategies for providing instruction that is appropriate for particular lessons, student abilities, and Management is an exciting methods-based text that integrates appropriate management and assessment Instructional Strategies for Middle and High School Social Studies: Methods, Assessment, and Classroom implementation and impact on the learning processes, with a hope that we can learn better from each other and develop a better understanding of “contemporary” learning and teaching processes within the region. The central argument running through different chapters in this book highlights the importance of reforming reforms and learning within their historical and socio-cultural contexts. Reforming learning involves changes in established cultural practices in our schools, classrooms, and other learning sites, and therefore inevitably arouses tensions and negotiations. The discussion in this book puts to the fore the disputable nature of reforming learning and the significance of contextualising the complex relationship between reforms and learning. Sustainability for Educators Katrina Shields 2013 An engaging and ready-to-use collection of teaching/learning resources to support teachers, trainers and facilitators who are embedding sustainability into their learning program. Relevant for secondary teachers, VET trainers, University educators or community facilitators and consultants. It is useful for campus or business facilitators shifting their organisations towards more sustainable practice. The toolkit has 80 practical learning activities and planning tools, participant handouts, case studies, cartoon and printouts to the best resources. Instructional Strategies for Middle and High School Social Studies Bruce E. Larson 2016-08-10 Instructional Strategies for Middle and High School Social Studies: Methods, Assessment, and Classroom Management is an exciting methods-based text that integrates appropriate management and assessment techniques with seven distinct teaching strategies. Writing explicitly for pre-service social studies teachers, veteran teacher educator Bruce E. Larson offers detailed descriptions of a range of instructional strategies, along with guidelines for deciding how and when to use each. Part I offers the foundations for teaching and learning in a social studies classroom, and explores contextual, theoretical, and policy factors that all teachers need to consider before entering the classroom. Part II delivers a range of comprehensive strategies for providing instruction that is appropriate for particular lessons, student abilities, and classroom environments. The practical strategies in Part II build upon the learning theories described in Part I, positioning Instructional Strategies for Middle and High School Social Studies to be the go-to, all-inclusive teacher’s guide to the social studies classroom. New to this Edition A list of goals before each chapter presents an overview of the chapter’s content focus, and provides an outline for the chapter review. Extensively revised Part I (chapters 1–4) provides an updated review of national standards developed for teaching history, geography, civics, and economics. In-depth applications of the Common Core State Standards for the social studies are also explored. New “Reality Check” feature provides directions for integrating field-based experiences into the chapters, and contextualizes the ideas in the book for a classroom setting. Each chapter in Part II (chapters 5–11) has been expanded to include a section labeled “Enhancing Student Learning with Technology,” offering websites, links, and other resources for integrating recent technologies into the classroom. Chapters 5–11 include a new “Making Your Lesson More Meaningful for ELLs” feature, which provides ideas—based on current research and theories about learning language—for engaging ELLs, specific for each instructional strategy. Expanded discussion of the “Understanding by Design” model equips teachers to design learning experiences that promote student understanding by intentionally designing what happens in the classroom, and developing authentic formative assessments of student learning. The Kindergarten Curriculum International Kindergarten Union. Bureau of Education Committee. Subcommittee on curriculum 1919 English Language Education Policy in Asia Robert Kirkpatrick 2015-11-27 This volume offers comprehensive ‘state-of-the-art’ overviews of educational policies concerning the teaching of English in a large number of Asian countries. Each contribution is written by a leading expert and gives a clear and accessible portrait of the English-language education policies in the respective countries, the contributors then delve into the ‘nuts and bolts’ of the English education policies and how they play out in practice in the education system, in schools, in the curriculum, and in teaching. Topics covered include the balance between the acquisition of English and the national language, political, cultural, economic and technical factors that strengthen or weaken the learning of English. World History, Culture, and Geography 1995 This resource book is designed to assist teachers in implementing California’s history-social science framework at the 10th grade level. The models support implementation at the local level and may be used to plan topics and select resources for professional development and preservice education. This document provides a link between the framework’s course descriptions and understanding how underlying ideas and curriculum concepts are to be used in conjunction with textbooks and supplementary materials. The resource book is divided into eight units: (1) “Unresolved Problems of the Modern World”; (2) “Connecting with Past Learnings: The Rise of Democratic Ideas”; (3) “The Industrial Revolution”; (4) “The Rise of Imperialism and Colonialism: A Case Study of India”; (5) “World War I and Its Consequences”; (6) “Totalitarianism in the Modern World: Nazi Germany and Stalinist Russia”; (7) “World War II: Its Causes and Consequences”; and (8) “Nationalism in the Contemporary World.” Each unit contains references. (EH) Classroom Teaching Skills James M. Cooper 2013-01-01 Designed for beginning teachers, CLASSROOM TEACHING SKILLS, Tenth Edition, conceptualizes the effective teacher as a reflective decision maker, responsible for planning, implementing, evaluating, and making management decisions in the classroom. Each chapter considers a particular teaching skill, first discussing the theory behind it, and then presenting the reader with practice situations in which knowledge about the skill can be applied and evaluated. The Tenth Edition continues to address the importance of core InTASC standards (matched with learning objectives for each chapter), while incorporating more extensive coverage on technology, Common Core State Standards, and working with English Language Learners. In addition, new Voices from the Classroom and Case Study features help readers better understand the issues they may encounter as teachers. Important Notice: Media content referenced within the product description or the product text may not be available in the ebook version. Thinking Skills Instruction Marcia Heiman 1987 This book is a collection of essays on thinking skills instruction and includes the following chapters and their authors: “Encounter with Thinking” (H. Anderson); “Thinking Skills: Neither an Add-on nor a Quick Fix” (A. Costa); “Teaching for Thinking, of Thinking, and about Thinking” (J. McTighe); “Thinking and Curriculum: Critical Crossroads for Educational Change” (B. Presseisen); “Critical Thinking and the Curriculum” (R. Ennis); “Conversation with David N. Perkins”; “Critical Thinking Attitudes and the Transfer Question” (A. Swartz); “Thinking across the Disciplines: Methods and Strategies to Promote Higher-Order Thinking in Every Classroom” (D. Halpern); “Practice Is Not Enough” (B. Beyer); “Learning to Learn: Improving Thinking Skills across the Curriculum” (M. Heiman); “A Strategy for Developing Dialectical Thinking Skills” (J. Rudinow and R. Paul); “Strategies for
Active Involvement in Problem Solving" (J. Karmos and A. Karmos); "Restructuring What We Teach to Teach for Critical Thinking" (R. Swartz); "Developing Metacognition in Composition with Peer Response Groups" (L. Meeks); "Basics in Bloom" (N. Hoezel); "Teaching Thinking to Teach Literature while Teaching Literature to Teach Thinking" (N. Yeager); "Using Thinking Skills in Modified ESL" (P. Jaynes); "The Direct Teaching of Analysis" (R. Chariton); "Conversation with Arthur Whimbey"; "Teaching Precise Processing through Writing Instruction" (K. Dobscha); "Thinking about Learning: An Anarchistic Approach to Teaching Problem Solving" (J. Lochhead); "Holistic Thinking Skills Instruction: An Interdisciplinary Approach to Improving Intellectual Performance" (W. Sadler, Jr.); "Cognitive Modifiability in Adolescence: Cognitive Structure and Effects of Intervention" (R. Feuerstein and others); "Using Vocabulary Study to Generate Thinking" (E. Roberts); "Teaching Critical Thinking: Are We Making Critical Mistakes? Possible Solutions" (R. Sternberg); "The Direct Teaching of Thinking as a Skill" (E. de Bono); "Developing Students' Thinking Skills through Multiple Perspectives" (R. Rubin); "Developing Teaching Skills in Music Rehearsal Class" (D. Rea); "Developing Higher-Order Thinking Skills in Home Economics: A Lesson Plan" (N. Watts); "Using Literature to Develop Critical Thinking Skills" (M. Tymoczko); "Questioning in a Writing Program to Develop Thinking" (P. Flemming); "Simulation and Thinking" (R. Levitsky); "The Pre-Contact Time American Indian: A Study in the Meaning and Development of Culture—A Teaching Unit" (J. Feesser); "Think Metric" (D. Gallo); and "The Art of Socratic Reasoning" (E. Skorpen). (MS)

_A Taxonomy for Learning, Teaching, and Assessing_ Benjamin Samuel Bloom 2001

This revision of Bloom's taxonomy is designed to help teachers understand and implement standards-based curricula. Cognitive psychologists, curriculum specialists, teacher educators, and researchers have developed a two-dimensional framework, focusing on knowledge and cognitive processes. In combination, these two define what students are expected to learn in school. It explores curriculums from three unique perspectives—cognitive psychologists (learning emphasis), curriculum specialists and teacher educators (C & I emphasis), and measurement and assessment experts (assessment emphasis). This revisited framework allows you to connect learning in all areas of curriculum. Educators, or others interested in educational psychology or educational methods for grades K-12.

School Principals Maheswari Kandasamy 2004

_A Month-to-month Guide_ Lainie Schuster 2008-08-15

*Provides teachers with an overall sense of planning a math curriculum and managing classroom instruction for the whole year, including what is going to be taught each month and what specifically to teach each day. Topics include include problem solving, numeration and place value, geometry, measurement, multiplication, division, fractions, decimals, algebraic thinking, and more*—Provided by publisher.

_Laws and Jurisprudence on Built Heritage_ 2001

Mathematics Curriculum, Teacher Professionalism, and Supporting Policies in Korea and the United States National Academies of Sciences, Engineering, and Medicine 2015-10-21 On July 15-17, 2012 the United States National Commission on Mathematics Instruction and Seoul National University held a joint Korea-U.S. workshop on Mathematics Teaching and Curriculum. The workshop was organized to address questions and issues related to math teaching and curriculum that were generated by each country, including the following: What are the main concerns in the development of the curriculum? What issues have been discussed or debated among curriculum developers, teachers, teacher educators, and scholars regarding the curriculum? How have textbooks been developed for the curriculum? How are curricular tasks designed and what criteria are used? What is the role of learning trajectories in the development of curriculum? This report summarizes the presentations and discussions at the workshop.

_Classroom Observation_ Friedrich Lenz 2020

Classroom observation has become a tool for analysing and setting the basis for insights into the inner workings of classrooms and the development of strategies for teacher education. The introductory article complements the volume by giving a comprehensive overview of the theories and methods that have come to bear in classroom observation.

**Designing and Assessing Educational Objectives** Robert J. Marzano 2005

_Educators across grade levels and content areas can apply the concepts of Marzano’s New Taxonomy to turn standards into concrete objectives and assessments to measure student learning._

**Instructional Strategies for Middle and High School** Bruce E. Larson 2012-11-12

Instructional Strategies for Middle and High School is an accessible, practical, and engaging methods textbook that introduces pre-service teachers to various instructional strategies and helps them to decide how and when to use these methods in the classroom. Classrooms are comprised of diverse learners, and aspiring teachers will face complex decisions about the assessment of student learning and classroom management. Veteran teacher educators Bruce Larson and Timothy Keiper offer practical suggestions for ways to integrate effective classroom management and valid assessment techniques with each instructional strategy. Instructional Strategies for Middle and High School equips preservice teachers with the methodological tools to promote understanding, conceptual awareness, and learning for every child in the classroom. Features and updates to this new edition include: Clear, step-by-step descriptions and illustrative in-class videos of instructional methods and that pre-service teachers can realistically implement within the classroom. Set increased coverage on teaching English language learners, including a "Making Your Lesson More Meaningful for ELLs" feature now included in every instructional strategy chapter. Enhancing Your Teaching With Technology feature included in every instructional strategy chapter. Fresh interior design to better highlight pedagogical elements and key features, all to better engage students Fully revamped and comprehensive companion website, with both student and instructor materials that stress real-world application of strategies, classroom assessment and management.

**Achieving Adult Literacy** Pamela J. Farris 1992

Learners in business and industry are demanding workers who not only can read and write but can think creatively and critically and solve problems. Federal- and state-funded programs and volunteer organizations are involved with adult literacy. Increasingly, corporations are funding adult literacy projects. Adults read for different reasons than they did when in school. Their reading relates to work-related tasks; they read to keep up with current events or for their own enjoyment. A first goal of an adult literacy program should be to enhance the self-esteem and self-concept of low-literate adults. Appropriate instructional strategies are the language experience approach; cooperative learning; dialogue journals; books on tape; tutor as a model for oral reading; cloze procedure; graphic organizers; Know, Want to Know, Learned; and computers. Effective assessment methods are standardized and competency tests, checklists, and portfolios. Programs that show the diversity of adult literacy programs in the United States are intergenerational adult literacy projects; Project: Learn, a literature-based adult literacy program; Siskiyou County READ (Reading, Education, and Development) Project, a rural adult literacy effort; workplace literacy programs; Project Literacy United States; and volunteer efforts. (Nine organizational sources of information and 28 references are appended.) (YLB)

**Reconceptualizing English Education in a Multilingual Society** Isabel Pepfman Martin 2018-03-01

This book brings together chapters that describe, investigate, and analyze the place of English in education in multilingual Philippines. Unlike most studies on languages in education, which take a neutral, de-contextualized stance, this volume take a pluricentric view of the English language by positioning it in relation to its varieties, as well as to other languages in the country. Because of the changing realities of English in the Philippines, traditional assumptions about the language as monolithic and unchanging, as well as about how it should be taught and learned, need to be revisited and re-contextualized.

**Quality Indicators of Multigrade Instruction in Southeast Asia** SEAMEO Regional Center for Educational Innovation and Technology 2012

**The Child and the Curriculum** John Dewey 1906