

Structure of the Heart

Circulatory System Worksheet.

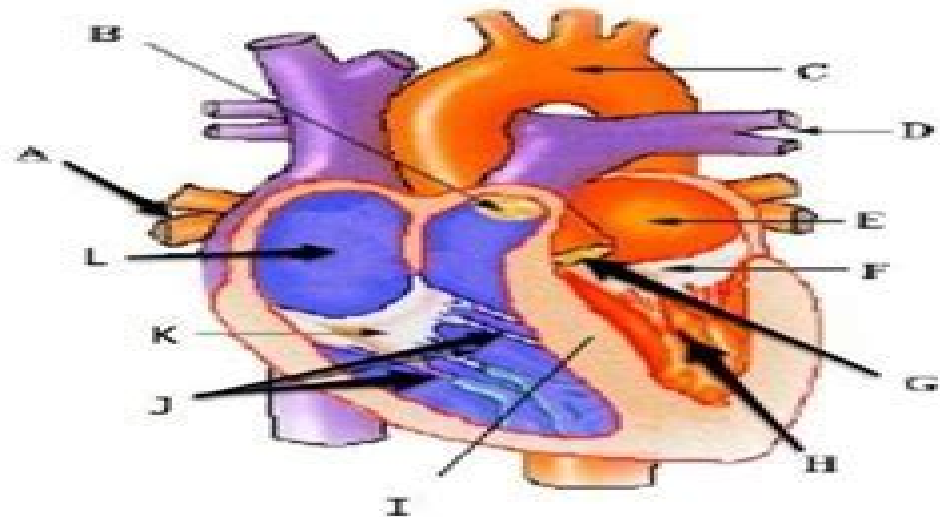
C3 describe the inter-relationships of the structures the heart

C4 analyse the relationship between heart rate and blood pressure

C5 analyse the functional inter-relationships of the vessels of the circulatory system

C6 describe the components of blood

1. Identify and give functions (including where blood is coming from and going to, as applicable) for each of the following:



Letter on diagram	Structure	Function
	– left and right atria	
	– left and right ventricles	
	– coronary arteries and veins	
	– anterior and posterior vena cava	
	– aorta	
	– pulmonary arteries and veins	
	septum	
	semi-lunar valves	
	chordae tendineae	
	atrioventricular valves	
	pulmonary trunk	

Reflect And Learn cps Edu

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Changeable J. Stuart Ablon, 2018-06-05 As featured on The Mel Robbins Show discover the surprising science of helping anyone change Whether as a parent a boss a romantic partner or on your own journey toward personal growth you know how hard it is to change problem behavior Conventional methods like willpower punishment and strict discipline often backfire creating a downward spiral of resentment and frustration while the problem goes unsolved But what if the thinking behind tough love is wrong What if people don't misbehave because they want to but because they lack the skills to do better Or as renowned psychologist J Stuart Ablon asks what if changing problem behavior is a matter of skill not will Based on more than twenty five years of clinical work with at risk teens as well as training parents teachers counselors and law enforcement and supported by research in the neuroscience of conflict resolution Changeable presents an empowering new way of thinking about changing unwanted behavior Collaborative Problem Solving that builds empathy and connection helps others reach their full potential and actually gets results Presenting remarkable success stories and actionable insights Changeable gives parents educators managers and change makers of all stripes a simple roadmap for helping people grow **The School**

Discipline Fix J. Stuart Ablon, Alisha R. Pollastri, 2018-08-21 A complete guide to a paradigm shifting model of school discipline Disruptive students need problem solving skills not punishment Traditional school discipline is ineffective and often damaging relying heavily on punishments and motivational procedures aimed at giving students the incentive to behave better There is a better way Dr Ablon and his co author Dr Pollastri have been working with schools throughout the world to refine the Collaborative Problem Solving CPS approach creating a step by step program for educators based on the recognition from research in neuroscience that challenging classroom behaviors are due to a deficit of skill not will This book provides everything needed to implement the program including reproducible assessment tools to pinpoint skill deficits in areas like frustration tolerance and flexibility that are at the root of students challenging behaviors Whether you are a teacher counselor coach or administrator the CPS approach to school discipline will provide you with a new mindset an assessment process and an effective intervention plan for each of your challenging students You will walk away with strategies that are immediately actionable with the students in your life **Reflection** David Boud, Rosemary Keogh, David Walker, 2013-10-08 First Published in 1985 This is a volume of collected articles on reflection in learning looking at the model experience based learning development of learning skills writing and the importance of the listener **Developing**

Reflective Practice J. John Loughran, 1996 Indhold Part 1 Conceptualizing Reflection Part 2 Learning Through Modelling Part 3 Exploring Student teacher's Thinking Part 4 Reflection in Practice Reflective Teaching Kenneth M.

Zeichner, Daniel P. Liston, 2013-11-07 This popular text provides a clear succinct explanation of how reflection is integral to teachers understandings of themselves their practice and their context and elaborates how various conceptions of reflective teaching differ from one another The emphasis on the importance of both self and context is embedded within distinct and

varied educational traditions conservative progressive radical and spiritual Throughout the text the reader is encouraged to examine his/her assumptions and understandings of teaching learning and schooling and to reflect on self and context The major goal of this book is to help teachers explore and define their own positions with regard to key topics and issues related to the aims of education in a democratic society Its core message is that such reflection is essential to becoming more skilled more capable and in general better teachers New in the Second Edition Underscores use of critical educational texts and film to encourage reflection highlights emotional features of teaching and reflection addresses spiritual contemplative domains in educational traditions Companion Website

Beyond Reflective Practice Helen Bradbury, 2010 With contributions from some of the leading experts in the field of reflective practice including David Boud this book provides a thought provoking look at the way forward in professional development and lifelong learning

Reflective Practice for Professional Development Carol Thompson, 2021-09-27 Reflective Practice for Professional Development provides an accessible introduction to the theory and practice of reflection In ten concise chapters it explores how reflecting on experiences can be used for professional development and help progress knowledge and skills Using scenarios questions and stories the reader is encouraged to apply the content to their own context demonstrating the importance of reflection in helping us to make sense as well as make the most of our professional experience Exploring key themes such as the importance of criticality models of reflection and connections between thought language and actions it considers the ways in which reflection can widen perspectives generate deeper understanding of professional challenges and enhance creativity Full of practical tools and approaches for enriching and recording reflections this insightful book aims to simplify reflective practice for teachers It is an ideal guide for anyone who needs to build reflection into their practice or their studies

Reflective Practice in Education and Training Jodi Roffey- Barentsen, Richard Malthouse, 2013-01-11 This is a practical guide to reflective practice for teachers and trainee teachers in the FE and skills sector Reflective practice is a key element of teaching and this comprehensive and accessible guide introduces and explains this area of practice for trainee and new teachers It asks what is reflective practice and includes an explanation of the processes of reflection and tips on reflective writing Many trainees and new teachers need support in reflective practice Written for all those working towards QTLS this text gives practical guidance on how to become a reflective practitioner and examines how this relates directly to teaching in the FE and skills sector and how reflection can benefit teaching This second edition includes new chapters on reflective teaching and learning and reflection re action a new Theory Focus feature Richard Malthouse has extensive knowledge of education and training in the UK and abroad He currently works in training design and performance needs analysis for a large law enforcement agency Alongside this Richard is the director of a successful company offering coaching to individuals Richard is a Doctor of Education and a Fellow of the Institute of Learning Jodi Roffey Barentsen is Programme Manager of the BA Hons in Education and the Foundation Degree in Learning Support at Farnborough College of Technology and is involved in a range of

initial teacher training programmes Jodi also works as a consultant for the Institute of Learning Jodi is a Doctor of Education and a fellow of the Institute for Learning

Teaching and Learning through Reflective Practice Tony

Ghaye,2010-12-09 Now in its second edition Teaching and Learning through Reflective Practice is a practical guide to enable all those involved in educational activities to learn through the practices of reflection The book highlights the power that those responsible for teaching and learning have to appraise understand and positively transform their teaching Seeing the teacher as a reflective learner the book emphasises a strengths based approach in which positivity resilience optimism and high performance can help invigorate teaching enhance learning and allow the teacher to reach their full potential This approach busts the myth that reflection on problems and deficits is the only way to better performance The approach of this new edition is an appreciative one At its heart is the exploration and illustration of four reflective questions What s working well What needs changing What are we learning Where do we go from here With examples drawn from UK primary teacher education the book reveals how appreciative reflective conversations can be initiated and sustained It also sets out a range of practical processes for amplifying success This book will be a must have for undergraduate and PGCE students on initial teacher training programmes It will also interest practising teachers teacher educators and those on continuing professional development courses

A Handbook of Reflective and Experiential Learning Jennifer A. Moon,2013-04-15 This

handbook acts as an essential guide to understanding and using reflective and experiential learning whether it be for personal or professional development or as a tool for learning It takes a fresh look at experiential and reflective learning locating them within an overall theoretical framework for learning and exploring the relationships between different approaches As well as the theory the book provides practical ideas for applying the models of learning with tools activities and photocopiable resources which can be incorporated directly into classroom practice This book is essential reading to guide any teacher lecturer or trainer wanting to improve teaching and learning

Reflective Learning in Management, Development and Education David Higgins,2017-07-05 In recent years there has been a growing interest in the ideas

surrounding reflective practice specifically in the areas of learning in management development and education This interest has developed in a growing number of professional fields thus making for very diverse understandings of what can be regarded as complex approaches to learning In order to understand how reflective practice can support and aid learning it is helpful to acknowledge how we learn First all learners start from their own position of knowledge and have their own set of experiences to draw upon Second learning is contextual something which managers need to acknowledge To make sense and achieve a deep understanding of material and experiences one needs to relate new information to existing knowledge and experiences This is best achieved through a process of reflection Indeed the underlying rationale for the chapters in this publication is to explore how the role of practice reflection and critical reflection are understood and developed within a learning process which is supported through the application of reflective tools This book recognises and makes explicit the

diverse yet inclusive nature of the field By including a range of contributions from both subject specific disciplines and professional contexts it seeks to enable the reader in documenting some of the current uses of reflection and critical reflection while also illustrating some of the newer methods in use as well as the current contributions to thinking in the subject domain Through this publication the editor and authors hope to provide a basis from which continuing professional development and education can be enhanced This book was originally published as a special issue of Reflective Practice International and Multidisciplinary Perspectives **Reflective Practice in Action** Thomas S. C. Farrell,2003-11-20 No matter how busy your schedule you can renew and refresh your professional growth by using these reflection breaks Strongly believing that educators should always reflect on their day s work teacher and writer Thomas S C Farrell designed this new book with busy teachers in mind The 80 reflection breaks featured can be used as individual discussion starters or as part of a comprehensive professional growth plan that is perfect for teachers at all levels Farrell makes focusing on reflective practice easy by allowing readers to browse through the complete selection of reflective breaks in the table of contents to find their areas of interest and concern Each reflection break is set within a context of theory practice and strategies in the following areas Spicing up routine teaching and reflection after each class Conducting action research and creating a portfolio Reflecting individually or in groups and setting up guidelines for group reflection Communicating and reflecting effectively and devoting enough time to reflection Reflective Practice in Action has a versatile format inviting educators to reflect on their past actions in the classroom and offering practical suggestions to improve and energize their professional growth teaching methods and classroom strategies **Building Teacher Capacity Through Reflection (Quick Reference Guide 25-Pack)** Pete Hall,Alisa Simeral,2018-03-16 This guide shows teachers ways to deepen their thinking and reflect on their capacity as educators to improve their effectiveness in the classroom Creating a Culture of Reflective Practice Pete Hall,Alisa Simeral,2017-08-29 As a school administrator instructional coach or teacher leader you know that reflective teachers are effective teachers But how can you help teachers become self reflective practitioners whose thoughtful approach translates into real gains for student achievement In Creating a Culture of Reflective Practice a companion volume to their teacher oriented book Teach Reflect Learn authors Pete Hall and Alisa Simeral draw on lessons learned from educators across grade levels content areas and district demographics to present a definitive guide to developing a culture of reflective practice in your school Hall and Simeral expand on ideas originally presented in Building Teachers Capacity for Success to help you gain a clear understanding of your role and responsibilities and those of your teachers within each stage of the Continuum of Self Reflection Armed with the book s real life examples and research based tools you ll learn how to determine the current location of all stakeholders on the continuum and how teacher leadership activities transformational feedback and strategic coaching can move them forward The end result A schoolwide culture that both values reflection and uses it to ensure that teachers and their students reach their fullest potential *Cultivating*

Student Reflection Kate Charner-Laird, Sarah Fiarman, Frederick Won Park, Sylvia Soderberg, 2003-09 Reflective learning or the ability of a student to organize new knowledge with greater meaning and success to think about their thinking is explained and documented in this book meant to help students more fully learn Created by one of the most highly subscribed schools in Cambridge MA this publication documents how to create a culture of reflection for both students and teachers through portfolios goal setting and asking the right questions

Practising Critical Reflection: a Resource Handbook

Jan Fook, Fiona Gardner, 2007-09-16 How can professionals learn more easily from their own experience How can critical reflection be performed in a structured way How can professionals maintain a critically reflective stance when contexts may be restrictive Critical reflection in professional practice is popular across many different professions as a way of ensuring ongoing scrutiny and improved practice skills This accessible handbook focuses on a description and analysis of the theoretical input as well as the approach involved in critical reflection It also demonstrates some skills strategies and tools which might be used to practise it The cross disciplinary approach taken by the authors will appeal to a wide range of students and professionals and combines neatly with useful discussion of the complex educational and professional issues which arise from the practice of critical reflection An innovative website containing a variety of useful resources accompanies the book www.openup.co.uk/fookgardner Resources include Extracts from workshops interviews and lectures Additional articles and readings Sample material for workshop preparation Throughout the book the authors provide pertinent examples from their own practice referring to relevant literature providing annotated bibliographies and noting where additional resource materials are available to provide further illustration Practising Critical Reflection is key reading for a variety of students across social work health sciences and nursing as well as health care and social welfare professionals

Quality

Teaching Joelle K. Jay, 2003-06-05 Explores one of the most fundamental characteristics of accomplished practice teachers reflection

Lasting Lessons Clifford Knapp, 1992-01-01 An instructional activity is educational only when students understand its meaning and apply their understanding to future situations Outdoor educators seek to improve teaching and learning through direct experience but if such experiences are to be meaningful and applied to life situations teachers must help students learn from carefully planned and guided reflection sessions This guidebook deals with the theory and practice of reflecting upon experiences using examples from outdoor education Chapter 1 discusses common uses of reflection in everyday life findings of cognitive research related to reflection and experiential learning six scenarios illustrating classroom uses of reflection definitions of reflection knowing thinking and learning types of knowledge and the relationships among them and contributions of Socrates Dewey Piaget and Vygotsky on the educational value of reflection in a group setting Chapter 2 describes how to lead a reflection session focusing on planning teacher facilitation skills educational objectives and developing a supportive climate in a caring community of learners Other chapters outline questioning strategies and techniques describe alternate reflection activities and list questions for teacher reflection on this guidebook This booklet

contains 53 references Appendices list various types of reflective and evaluative questions and 47 additional resources organizations networks colleges books and bibliographies SV

Reflect to Create! The Dance of Reflection for Creative Leadership, Professional Practice and Supervision: Reflective Journal and Workbook Elaine

Patterson,2020-04-21 This Reflective Journal and Workbook has been designed to accompany Elaine s earlier book Reflect to Create The Dance of Reflection for Creative Leadership Professional Practice and Supervision which is a holistic philosophy resourcing you to choreograph the inner work to craft creative change

Reflective Practitioner Donald A.

Schön,1983-02-06 A leading M I T social scientist and consultant examines five professions engineering architecture management psychotherapy and town planning to show how professionals really go about solving problems The best professionals Donald Sch n maintains know more than they can put into words To meet the challenges of their work they rely less on formulas learned in graduate school than on the kind of improvisation learned in practice This unarticulated largely unexamined process is the subject of Sch n s provocatively original book an effort to show precisely how reflection in action works and how this vital creativity might be fostered in future professionals

Reflect And Learncps Edu Book Review: Unveiling the Magic of Language

In a digital era where connections and knowledge reign supreme, the enchanting power of language has become much more apparent than ever. Its ability to stir emotions, provoke thought, and instigate transformation is actually remarkable. This extraordinary book, aptly titled "**Reflect And Learncps Edu**," compiled by a very acclaimed author, immerses readers in a captivating exploration of the significance of language and its profound effect on our existence. Throughout this critique, we will delve into the book's central themes, evaluate its unique writing style, and assess its overall influence on its readership.

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