



Crown House Publishing

Education Catalogue

Head office

Crown House Publishing Ltd
Crown Buildings, Bancyfelin,
Carmarthen, SA33 5ND, United
Kingdom

Tel: +44 (0) 1267 211345

Fax: +44 (0) 1267 211882

Email: books@crowhouse.co.uk

Website: www.crowhouse.co.uk



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Sales and marketing

Amy Heighton

Email: aheighton@crowhouse.co.uk

Tel: +44 (0) 1267 211345

Rights

Jonathan Richards

Email: jrichards@crowhouse.co.uk

Tel: +44 (0) 1267 211345

Submissions

Email: submissions@crowhouse.co.uk

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Key

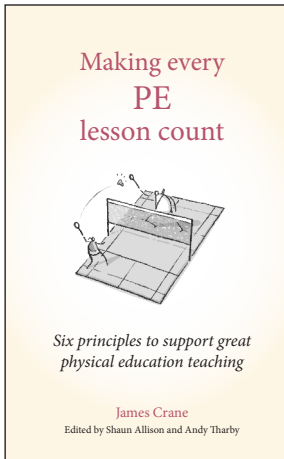


– This is an Independent Thinking Press title

CAN N/A – This title is not available in Canada

US N/A – This title is not available in the USA

Please note that all prices and content are correct at time of printing but may be subject to change without notice.



James Crane went to school in Cyprus before moving back to the UK to study Sports Coaching and Physical Education at University. He is now Assistant Headteacher at Durrington High School and Deputy Director at Durrington Research School. James is a keen sportsman having competed in tennis, swimming and athletics at regional levels, and has also represented England Colleges at an international level in football.

Making every PE lesson count

Six principles to support great physical education teaching

James Crane

Provides realistic strategies that will help teachers make abstract ideas more concrete and meaningful in both the practical and the theory elements of PE.

PE provides a unique opportunity for some students to flourish and become professional athletes or achieve excellent academic outcomes. However, if you ask any PE teacher, their main aim is that all students leave school with a love of physical activity and lifelong participation in sport. The benefits on physical, mental and social health are undeniable. The place PE holds in the curriculum is therefore fundamental to society in that it acts as a vehicle to promote resilience, determination and perseverance.

Writing in the engaging style of the award-winning Making Every Lesson Count series, James Crane articulates the fundamentals of great PE teaching and shares simple and practical strategies designed to challenge students across all aspects of the subject. In an age of educational quick fixes and ever-moving goalposts, this precise and timely book returns to the fundamental questions that all PE teachers must consider: 'What can I do to help my students thrive in the wide world of physical education?'

Suitable for PE and sports teachers at any level, from ECTs to department leads.

978-178583719-7
£14.99
CAN \$22.95 • US \$19.95
216x 135 mm
pages (est)
paperback • ebook
UK due June 2024
US/CAN due October 2024

Love Tutoring

How to be the tutor your student needs

Julia Silver

A practical guide for current and aspiring tutors that will give them the skills, knowledge and context to tutor more effectively.

At a time when teacher retention and pupil attendance are at an all-time low, tutoring provides a gentler, more person-centred and holistic approach to teaching and learning. Once considered a Plan B option, tutoring is fast becoming a legitimate career choice.

The rollout of the UK government's National Tutoring Programme has brought tutoring into the spotlight. Previously considered 'shadow-schooling' over the last decade, a quarter of all 11-16-year-olds have received private tuition in England and Wales (rising to 42% in London). But for tutoring to take its place in the future of education, and become an affordable option for all our students, we need more, and better qualified tutors.

Combining theory and practice, this book provides tutors with a solid grounding in the pedagogy of tutoring. Julia takes the big ideas from evidence-based practice in teaching and learning today and makes them relevant and accessible to the ways tutors work.

Suitable for tutors of all ages, subjects and levels of expertise, as well as interested parents, agencies, schools or other organisations who employ tutors.



Julia Silver is the founder of Qualified Tutor, a professional development community that develops and certifies tutors. She lives in North London with her husband Simon, her five children and her Labrador puppy.

978-178583683-1

£16.99

CAN \$29.95 • US \$24.95

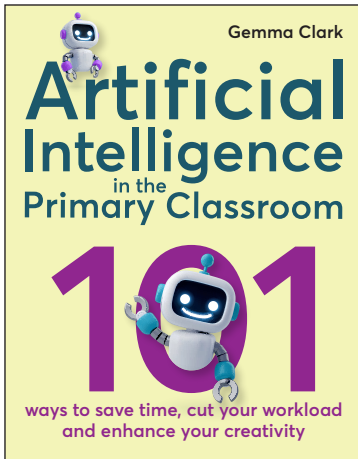
234 x 156mm

pages (est)

paperback • ebook

UK due June 2024

US/CAN due October 2024



Gemma Clark is an experienced primary teacher based in Scotland. She is dedicated to student and teacher wellbeing and creating innovative ways to inspire a love for learning. Gemma also holds a degree in psychology, teaches yoga, mindfulness, and meditation and manages a teacher wellbeing group.

Artificial Intelligence in the Primary Classroom

101 ways to save time, cut your workload and enhance your creativity

Gemma Clark

A comprehensive guide that presents 101 innovative ways to effectively integrate artificial intelligence into primary education, enhancing learning experiences and streamlining administrative tasks for teachers.

Artificial intelligence (AI) undoubtedly sparks debate among teachers. Questions arise about the trajectory of this new technology: where will it take us?; how will we differentiate between student-authored work and AI-generated content?; what impact will it have on the dynamics of learning and teaching within schools? These are all crucial topics for discussion, yet AI has already become an integral part of our reality, and Gemma Clark firmly believes that embracing its potential is in our best interests.

In an era defined by technological advancements, *Artificial Intelligence in the Primary Classroom* stands as an indispensable resource that holds the key to transforming teaching and learning. For educators burdened by bureaucratic tasks that divert precious time from actual teaching, this book offers a lifeline. It showcases how AI-powered tools can alleviate administrative burdens, enabling teachers to focus more on crafting personalised and imaginative lessons that resonate with young minds.

Suitable for primary school teachers of all levels of experience.

New

978-178583714-2
 £16.99
 CAN \$27.95 • US \$22.95
 234 x 184 mm
 170 pages (est)
 paperback • ebook
 UK due February 2024
 US/CAN due June 2024

The VESPA Handbook

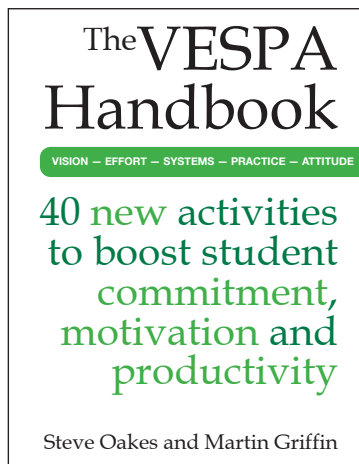
40 new activities to boost student commitment, motivation and productivity

Steve Oakes and Martin Griffin

Offers 40 concrete, practical tools and activities that will supercharge learners' ambition, organisation, persistence and determination.

The Vespa Handbook builds on the success of Steve and Martin's acclaimed books, *The A Level Mindset* and *The GCSE Mindset*, by introducing 40 new activities for teachers to use to improve the grades of their students. The handbook is a perfect introduction to the VESPA approach, as well as a practical addition to previous resources. Just like their previous books, *The Vespa Handbook* will help teachers develop the five key characteristics and behaviours that students need to be successful: vision, effort, systems, practice and attitude. When it comes to achieving academic success, these these characteristics are crucial. The ability of students to have a vision, commit the effort, be organised, practise and revise well and have a positive attitude and good work ethic are vital to their success.

Suitable for teachers, tutors and parents who want to boost academic outcomes in 14–18-year-olds' and equip them with powerful tools and techniques in preparation for further education and employment.



Steve Oakes has over 20 years' of experience as a teacher and leader, and has been a Head of Sixth Form at two successful schools in the UK and the UAE. As a current Head of Sixth Form, he works closely with students to maximise levels of engagement and commitment, designing high-impact interventions and practical tools for improving academic performance.

Martin Griffin has over 20 years' experience teaching and coaching post-16 students. He was a Head of Sixth Form and Deputy Head at a successful comprehensive school for eight years, and has worked with hundreds of schools and colleges in the UK and beyond to design and implement study skills, character development and mindset programmes.

New

978-178583710-4
£19.99

CAN \$34.95 • US \$29.95

215 x 155 mm

220 pages (est)

paperback • ebook

UK due February 2024

US/CAN due June 2024



Dr James Mannion is the Director of Rethinking Education, a teacher training organisation dedicated to improving educational outcomes through self-regulated learning, implementation science, and practitioner research.

Dr Louise Stoll is Professor of Professional Learning at the UCL Centre for Education, IOE and an international consultant, focusing on how school and system leaders create capacity for learning.

Karen Spence-Thomas is a former schoolteacher and Associate Professor (Teaching) at the Centre for Educational Leadership, IOE.

Greg Ross is an Associate Professor (Teaching) at the UCL Centre for Educational Leadership, IOE.

"Brilliant professional learning in action!"

- Mick Waters, educationalist and author

New

978-178583705-0
£34.99 (excl. VAT)
CAN \$49.95 • US \$39.95
220 x 160mm

13 x A5 cards, 68 x A6 cards, 1 x A5 booklet 24pp
card set • ebook

US/CAN due January 2024

Activate

A professional learning resource to help teachers and leaders promote self-regulated learning

James Mannion, Louise Stoll, Karen Spence-Thomas and Greg Ross

A card-based professional learning resource designed to help teachers and leaders create more confident, proactive, self-regulated learners.

It's widely recognised that self-regulated learners are more effective learners. The Education Endowment Foundation (EEF) suggests that metacognition and self-regulation are among the most important practices a school can focus on, providing 'very high impact for very low cost, based on extensive evidence' (EEF, 2022). However, teachers and leaders are often unsure what these terms mean, or what they look like in practice.

This resource enables teachers and leaders to 'activate' pupils to become the drivers of their own learning. Comprising six sets of resource cards (including 83 cards in total) and a clear and detailed facilitator guide – along with an extensive bibliography and additional downloadable materials – *Activate* has been designed to provide time-pressed teachers and leaders with an accessible means of understanding the theory and practice of self-regulated learning. Working through the activities will enable teachers and leaders to realise the potential of these powerful ideas when working with pupils, whilst helping them to regulate their own learning.

Suitable for all teachers and leaders looking to create more confident, proactive, self-regulated learners.

Leading Maths

The essential guide for new and aspiring maths leaders

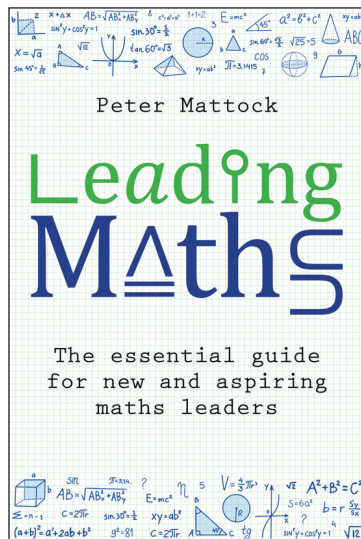
Peter Mattock

Offers practical guidance and advice on how to approach maths leadership and explores the challenges and rewards that come with this unique role.

Leading maths at any school is a unique challenge and comes with pressures not experienced in many other subject areas. The relatively abstract nature of the subject content, combined with the contrasting societal and parental attitudes to mathematics, can complicate communication and stifle progress. Most pupils and parents will recognise the importance of maths but many feel it's perfectly acceptable to be "no good" at it. Leading maths in schools is about managing these contradictions and getting the very best out of every teacher and pupil.

Offering a fresh perspective and practical strategies for maths teachers and leaders at any level, *Leading Maths* explores how to make the most of a maths leadership role and manage the daily pressures and demands that come with it. Backed up by specific examples from fifteen years of experience leading maths, Peter Mattock goes on to examine the more long-term, strategic view of maths leadership, including how leaders can work with their teams to develop high quality mathematics teaching and learning for all pupils. .

An essential guide for current, new, or aspiring maths leaders.



Peter Mattock has been teaching and leading maths for over 15 years. He is a specialist leader of education (SLE) and an accredited secondary maths professional development lead who regularly presents at conferences across the country. Peter also develops teaching for mastery in the secondary school classroom, having been part of the first cohort of specialists trained in mastery approaches by the National Centre for Excellence in the Teaching of Mathematics (NCETM).

"A vital read for anyone in maths leadership."

- Lisa Coe, former Trust-wide Primary Maths Lead

New

978-178583697-8

£16.99

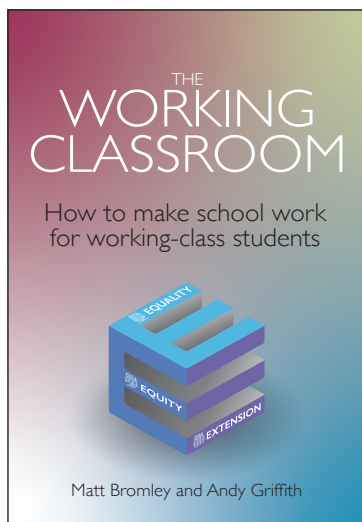
CAN \$27.95 • US \$22.95

234 x 156 mm

144 pages

paperback • ebook

US/CAN due March 2024



Matt Bromley is an education writer and advisor with over twenty years' experience in teaching and leadership including as a secondary school headteacher, FE college vice principal, and multi-academy trust director.

Andy Griffith has a proven track record for creating high impact training courses and interventions with students, teachers and leaders. His major career motivation is for education to be an engine for social justice.

"*The Working Classroom* transcends the realm of a mere book; it stands as a powerful catalyst for change."

- Pooky KnightSmith,
keynote speaker

New

978-178583698-5
£18.99
CAN \$29.95 • US \$24.95
234 x 156 mm
288 pages
paperback • ebook
US/CAN due March 2024

The Working Classroom

How to make school work for working-class students

Matt Bromley and
Andy Griffith

Offers practical strategies and tools to help secondary schools address the needs of working-class students, including by building cultural capital and designing learning that is more engaging to working-class students.

Schools do amazing work to support children from disadvantaged backgrounds. But this book will enable them to do more. Disadvantage comes in many forms – one being cultural poverty, where some students have relative knowledge gaps compared to their more affluent peers. *The Working Classroom* explores how working-class students are disadvantaged by a flawed system and what we can do to close the gap.

The book examines how and why we must seek systemic changes but focuses on actions within the control of teachers and school leaders which will ensure that we create a socially just education system – one that builds on the rich heritage of the working class, rather than seeing that background as a weakness.

Suitable for both teachers and leaders in a secondary school or sixth form college setting who seek to support social change in education and anyone in the corporate or non-education world who wants to practice effective altruism or philanthropy.

Restorative Practice at Work

Six habits for improving relationships in healthcare settings

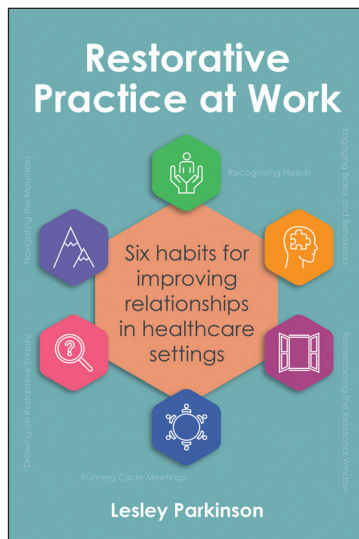
Lesley Parkinson

Demonstrates how anyone working in healthcare can draw on restorative practice to develop six habits that improve relationships and help to foster compassionate and inclusive workplace cultures.

Restorative practice is emerging in healthcare settings and systems as a highly effective means of improving relationships and enabling positive change. It consists of a set of theories, principles, skills and processes that shape our thinking around the way we interact with others. When restorative practice is adopted consistently within and between teams, it becomes 'the way we do things round here', a set of restorative practice 'habits' that we all recognise, use and refer to.

Restorative Practice at Work identifies a set of six complementary habits which will help to change and improve everyday communications, conversations and accountability in healthcare. These habits demonstrate how restorative practice can help to improve day-to-day communications, in the form of behaviour, language and conversations, ease some of the daily challenges faced in healthcare and foster more effective working relationships, potentially leading to improvements in patient care and patient safety.

Suitable for NHS leaders, managers, clinicians and staff and those in other healthcare settings such as researchers, academics, HR professionals and educators.



As Executive Director at Restorative Thinking, **Lesley Parkinson** supports a restorative education for all (including pupils, children, parents and carers, workforce professionals, young and adult offenders), promoting key life skills in restorative practice via training programmes and consultation.

"A thoughtful, reflective and highly practical guide to facilitating contentedness and effectiveness in the workplace."

- **Anthony Kessel, doctor at NHS England and author of the middle-grade Don't Doubt the Rainbow detective adventure books**

New

978-178583689-3
£17.99

CAN \$28.95 • US \$23.95
234 x 156 mm
151 pages
paperback • ebook



Leonie Briggs is a science teacher, STEAM lead, STEM Ambassador, CREST Assessor and Director of Amazelab. She was awarded 'Outstanding New STEM Ambassador' at the 2022 STEM Inspiration Awards, and was nominated for the Global Teacher Prize 2021 and National Teaching Awards 2022. Her passion and motivation to inspire a new generation is clear for all to see. Leonie takes a fun and creative approach to all things STEAM in a mission to make it accessible to all.

Make Your Own Rainbow

A colourful approach to all things STEAM

Leonie Briggs

An engaging book that identifies creative, fun and easy ways to explore STEAM (science, technology, engineering, arts and maths) subjects using the colours of the rainbow to inspire and enthuse young learners.

Why not spend your day creating your very own rainbow? Looking to add some STEAM to your day, but unsure of the best way to do it? Dive into this creative STEAM book to spark young people's interest in a simple, safe and cost-effective way. Leonie provides a colourful approach to teaching tricky subjects, ranging from colour and chemical reactions to photosynthesis, with many more in between.

Make Your Own Rainbow is a compilation of fun, easy, creative and effective activities for teachers of both primary and secondary school children, ideas that parents and carers can also enjoy at home. The aim of this book is to inspire young people to discover, interact with and enjoy STEAM subjects and in doing so, to help them develop a life-long love of these topics.

Suitable for teachers, community group leaders, parents and carers with an interest in STEAM subjects.

New

978-178583690-9

£19.99

CAN \$30.95 • US \$25.95

297 x 210mm

150 pages (est)

paperback • ebook

UK due October 2023

US/CAN due February 2024

Creative Thinking in Schools

A Leadership Playbook

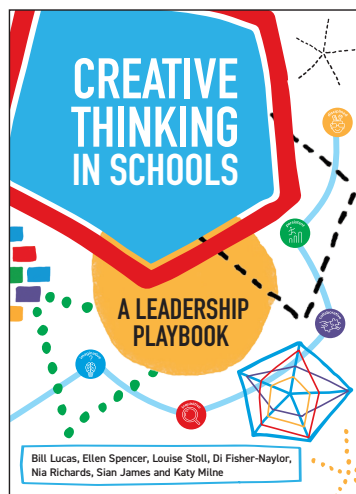
Bill Lucas, Ellen Spencer, Louise Stoll, Di Fisher-Naylor, Nia Richards, Sian James and Katy Milne

A professional learning guide for leaders that promotes creative thinking in schools and develops creative learning habits in the classroom.

Forewords by Professor Dame Alison Peacock and Andreas Schleicher.

This leadership playbook has been published to coincide with the global release of the first PISA test results on creative thinking, the Creativity Collaboratives under way in England and the growing importance of creative thinking in countries across the world. *Creative Thinking in Schools* focuses on how leaders can create capacity among their staff to embed creative thinking, both in their own lives and in the lives of their pupils. It offers a framework for improving creative thinking based on the widely used five creative habits framework developed by the Centre for Real-World Learning. The framework focuses on developing learners who are inquisitive, persistent, collaborative, disciplined and imaginative.

Suitable for school and system leaders, teacher leaders and policy makers who see creative thinking as a core purpose in education.



Professor Bill Lucas is Director of the Centre for Real-World Learning at the University of Winchester and, with Ellen Spencer, the originator of a model of creativity in use in schools across the world.

Dr Ellen Spencer is Senior Researcher at the Centre for Real-World Learning and, with Bill Lucas, author of *Teaching Creative Thinking*.

Dr Louise Stoll is Professor of Professional Learning at the UCL Centre for Education, IOE and an international consultant.

Di Fisher-Naylor is the Director of Creativity, Culture and Education (CCE), the UK based international creative learning foundation.

Nia Richards has been designing and supporting professional learning in creativity since 2015, firstly, as Regional Lead for a national programme in Wales and currently as Programme Manager for Creativity, Culture and Education.

Sian James manages a national creative learning programme with the Arts Council of Wales and has supported over 700 schools and their teachers to explore innovative pedagogy and prepare for the introduction of a new expansive curriculum

Katy Milne is Programme Manager at CCE (Creativity, Culture and Education) and has cultivated educational practice through an enquiry-based approach to creative learning and personal development.

New

978-178583684-8

£24.99

CAN \$39.95 • US \$34.95

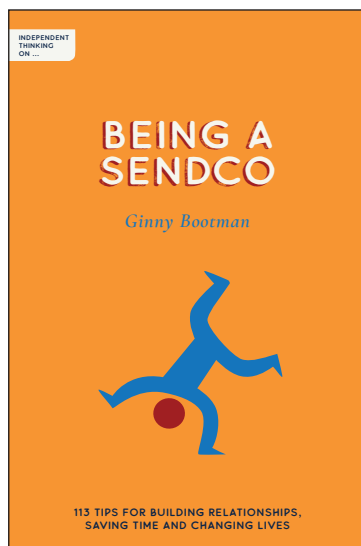
297 x 210 mm

164 pages

paperback • ebook

UK due July 2023

US/CAN due November 2023



Ginny Bootman is an experienced teacher and SENDCO with responsibility for four primary schools, as well as a regular speaker at national SEN conferences. She is passionate about the impact of relationships within education, particularly for those working with children with additional needs, and is determined to improve understanding of the pivotal role that these relationships play within the school environment.

See pages 64-66 for more in the Independent Thinking on ... series.

Independent Thinking on Being a SENDCO

113 tips for building relationships, saving time and changing lives

Ginny Bootman

An informative guide that identifies simple, tried and tested ways in which SENDCOs can build and cement strong relationships between all those who work with children with additional needs.

Relationships are pivotal when working with children with special educational needs (SEN). Trust, honesty and empathy play a vital role in these relationships and is key to these individuals thriving in school and at home.

Ginny Bootman, a former headteacher with years of classroom experience, is now a passionate SENDCO at four primary schools – and in this book she imparts her wisdom on how SENDCOs can build strong relationships between those who work with children with additional needs.

Suitable for SENDCOs, primary and secondary school teachers and leaders, as well as parents of children with additional needs.

New

978-178135424-7

£11.99

CAN \$17.95 • US \$16.95

198 x 126mm

134 pages

paperback • ebook

US/CAN due September 2023



Powerful Questioning

Strategies for improving learning and retention in the classroom

Michael Chiles

An evidence-based examination of the power of questioning in the classroom and how it can be improved.

Foreword by John Hattie.

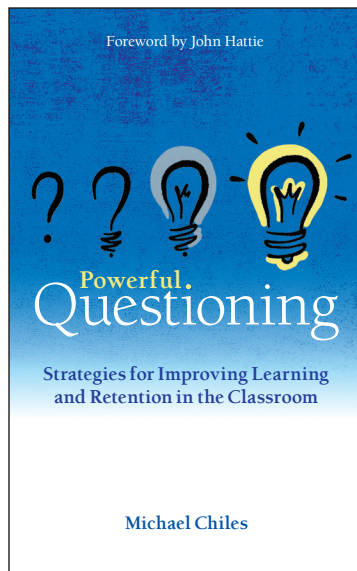
Questioning is a staple feature of a teacher's toolkit across all phases of education. Classrooms are awash with explanation, modelling and feedback, but of all the pedagogical strategies at a teacher's disposal, questioning is one of the most important. It is the heartbeat of a classroom. While the art of asking a question seems relatively straightforward, to what extent do teachers consider the types of questions they're using? Are the questions they ask students actually helping to support learning?

In *Powerful Questioning*, Michael Chiles delves into the complexity of asking questions and how best to use this pedagogical tool as a powerful springboard to support learning in the classroom.

Essential reading for all teachers and school leaders.

"Questioning is possibly the most powerful lever teachers have in the classroom to drive learning. This book is an authoritative work, not just on the research underpinning it, but also on how to use it in practice. Highly recommended."

- **Dr Carl Hendrick, co-author of *How Learning Happens***



An experienced school leader and principal examiner, **Michael Chiles** has been teaching for over 15 years. He has delivered training both nationally and internationally, supporting teachers in their approaches to implementing effective assessment and feedback practices. Currently an Assistant Principal, he writes blogs at GeogHod, sits on the Chartered College of Teaching Council and enjoys walking in the British countryside with his Border Collie.

New

978-178583596-4
£14.99

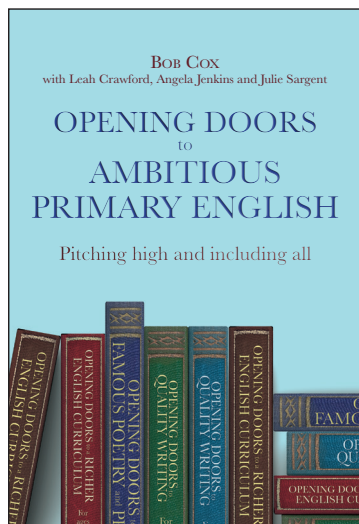
CAN \$26.95 • US \$21.95

216 x 135mm

184 pages

paperback • ebook

US/CAN due August 2023



Having taught English for 23 years, **Bob Cox** is now an independent education consultant, writer and teacher coach who works nationally and internationally to support outstanding teaching and learning. Bob also delivers keynotes for national associations, multi-academy trusts and local authorities, as more schools integrate 'Opening Doors' strategies into their curriculum design.

Leah Crawford has 15 years' experience as a local authority English inspector and adviser, working across both the primary and secondary phases, and now leads Thinktalk education consultancy.

Angela Jenkins has extensive experience in English education and school improvement having worked as an adviser in three different local authorities and two multi-academy trusts in the last 20 years.

Julie Sargent has over 10 years' experience of working across the whole of the primary sector as an English Consultant. This includes developing bespoke CPD for individual schools, multi-academy trusts and local authorities.

New

978-178583667-1

£18.99

CAN \$29.95 • US \$24.95

234 x 156mm

196 pages

paperback • ebook

US/CAN due September 2023

Opening Doors to Ambitious Primary English

Pitching high and including all

Bob Cox with Leah Crawford, Angela Jenkins and Julie Sargent

Provides both big principles and a toolkit of strategies all carefully selected to support the design of a deeper, more creative and more expansive English curriculum.

This rich resource, complete with vivid illustrations by Victoria Cox, aims to help teachers enhance their learners' engagement with challenging texts and develop their writing skills as budding wordsmiths. The authors, working in association with the Opening Doors network of schools, are addressing the vital concept of 'how' schools can pitch high but include all pupils.

The authors' innovative ideas on theory, best practice and how to cultivate a pioneering classroom spirit will empower teachers to explore with their learners the scope and depth of literature; literature capable of inspiring high standards and instilling a love of language in its many forms.

Suitable for teachers and curriculum leads in primary settings.

See page 68 for more in the series.

Changing Perceptions Deciphering the language of behaviour

Graham Chatterley

Provides everyone working with children a better understanding of the causes of challenging behaviour and what motivates it.

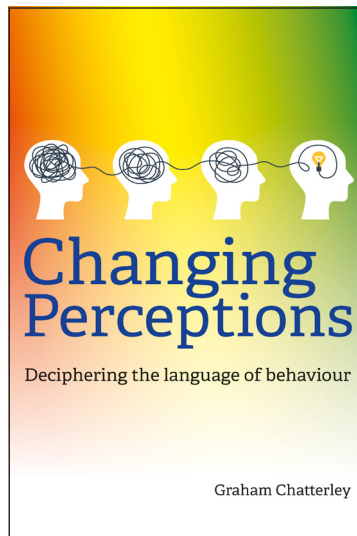
This timely book moves the dial on the perception of challenging behaviour in schools. De-escalation is important but it is only part of the process: if we really want to change behaviour, we have to understand it.

The causes of poor behaviour are many and varied: fear, stress, anxiety and the feeling of being overwhelmed can all take their toll. *Changing Perceptions* examines the motives behind challenging behaviour and the consequences that come with it, detailing ways in which these situations can be managed calmly and consistently. Better understanding and empathy can make children feel safer, build their trust, develop belonging and consequently create more effective learners in the classroom.

Essential reading for teachers, school leaders and everyone working with challenging behaviour.

"Utilising the most contemporary research, supplying a coherent narrative and exploring the lived experiences of families, children and young people, this book is an essential read for everyone working in the education community."

- **Lisa Cherry, Director, Trauma Informed Consultancy Services and author of *Conversations That Make a Difference to Children and Young People***



Graham Chatterley was a school leader who has since led training for thousands of educators across the North of England. He believes that adults play a pivotal role in the behaviour of students and that a culture of teaching children behaviour, rather than managing it, is key.

New

978-178583675-6

£17.99

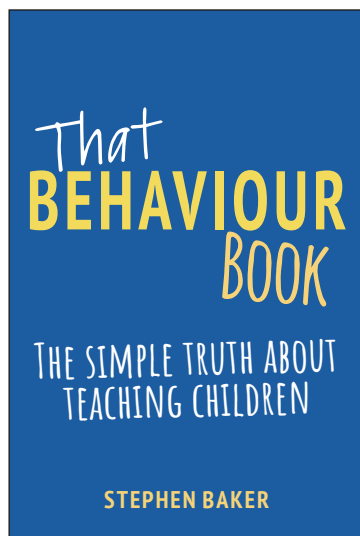
CAN \$28.95 • US \$23.95

234 x 156mm

284 pages

paperback • ebook

US/CAN due October 2023



Stephen Baker spent 17 years in teaching, before working with local authorities and for the National Strategies as a regional adviser in Yorkshire and the Humber. He is now a behaviour consultant and trainer, passionate about helping teachers to succeed. Stephen lives with his partner, Sian in Anglesey where he spends his free time having fun with their children and grandchildren.

That Behaviour Book

The simple truth about teaching children

Stephen Baker

An essential book for every teacher, providing an engaging and unique mix of anecdotes, practical strategies and moral imperatives for successful and child-centred behaviour management.

What kind of teacher are you? What values, beliefs and principles do successful teachers have and how do they sustain these in the face of challenging pupil behaviour?

In this timely book, Stephen Baker contends that rigid punishment systems weaponize young people's defiance against them and that punishment doesn't work. He believes that teachers need to take responsibility for behaviour and to lead it, not just 'manage' it, that we need to love the kids (even if we don't like them), that children are people, that we are an event in their lives, and that teaching is a relationship-based activity.

Suitable for all teachers.

"Reading this book gave me hope. Hope to believe that there is a better way to teach and support our children, not least those from broken homes and dysfunctional families."

- Paul Tinsley, **Interim Assistant Director of Education, Calderdale**

New

978-178583668-8
 £17.99
 CAN \$28.95 • US \$23.95
 234 x 156mm
 192 pages
 paperback • ebook
 US/CAN due July 2023

Test-Enhanced Learning

A practical guide to improving academic outcomes for all students

Kristian Still

An informative guidebook that explores the wealth of evidence behind and the benefits of test-enhanced learning, spaced retrieval practice and personalisation.

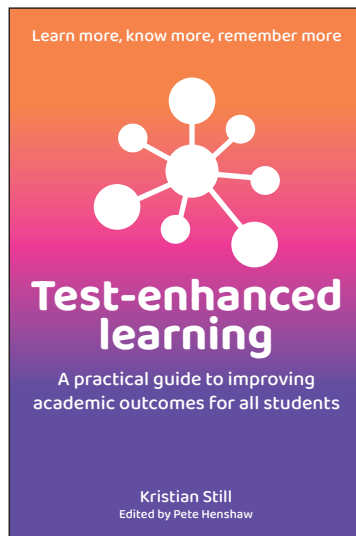
Detailing the most up to date research into improving learning and retention, this book takes us on a journey into test-enhanced learning, spaced retrieval practice, motivation, metacognition and personalisation. In so doing, it provides a blueprint for all teachers and schools to improve the academic outcomes of their students and to achieve this in ways that improve the motivation of learners and reduces the workload for teachers.

Kristian Still has been developing these ideas with his classes for many years and has achieved considerable success in terms of the direct learning gains, and improved assessment grades of his pupils and the indirect gains in students growing confidence in lessons, with a wider group of pupils contributing to class and improved classroom behaviour.

Suitable for all teachers in all settings.

"This is a unique and long-awaited book. I highly recommend it and consider it to be a launch of a new era in which context and techniques are intelligently integrated."

- **Oliver Caviglioli, co-author of the *Teaching WalkThru* books**



Kristian Still is a Deputy Head at Academic Boundary Oak School, an independent private school in Hampshire. He has over 20-years' experience as a head teacher and senior leader with a MsEd in Kinesiology, BSc in Sports Science, and a Level 5 Coaching and Mentoring. Kristian shares a keen interest in education leadership, evidence informed practice and #edutech.

New

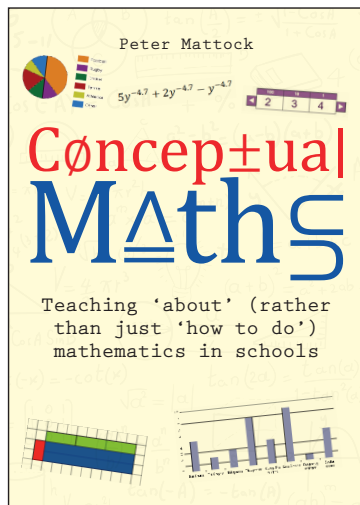
978-178583658-9
£16.99

CAN \$27.95 • US \$22.95

234 x 156mm

224 pages

paperback • ebook



Peter Mattock has been teaching maths for over 15 years. He is a specialist leader of education (SLE) and an accredited secondary maths professional development lead, who regularly presents at conferences across the country. Peter also develops teaching for mastery in the secondary school classroom, having been part of the first cohort of specialists trained in mastery approaches by the National Centre for Excellence in the Teaching of Mathematics (NCETM).

Conceptual Maths

Teaching 'about' (rather than just 'how to do') mathematics in schools

Peter Mattock

Empowers teachers to support students on a comprehensive and coherent journey through school mathematics, showcasing the best models, metaphors and representations and providing excellent examples, explanations and exercises that can be used across the curriculum.

This book explores how a variety of visual tools and techniques can be used in the classroom to deepen pupils' understanding of mathematical structures, concepts and operations, including: number; addition and subtraction; multiplication and multiples; division and factors; proportionality; functionality; measures; accuracy; probability; shape and transformation; and vectors, among many others.

In so doing, Peter equips teachers with the confidence and practical know-how to help learners assimilate knowledge of mathematical concepts into their schema and take their learning to the next level.

Suitable for teachers of maths in primary, secondary and post-16 settings.

"The depth activities woven throughout provide excellent thinking opportunities for new and experienced teachers alike, whatever phase is taught. I cannot wait to share this book with colleagues from all areas of mathematics teaching."

- **Lisa Coe, Primary Maths Lead for Inspiration Trust**

New

978-178583599-5
 £34.99
 CAN \$49.95 • US \$44.95
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 659 pages
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Botheredness®

Stories, stance and pedagogy

Hywel Roberts

A funny, engaging, rapturous read that will inspire teachers to reclaim their professional imagination and reignite the excitement they felt when they entered the teaching profession. It's about botheredness. A made-up word that everyone understands.

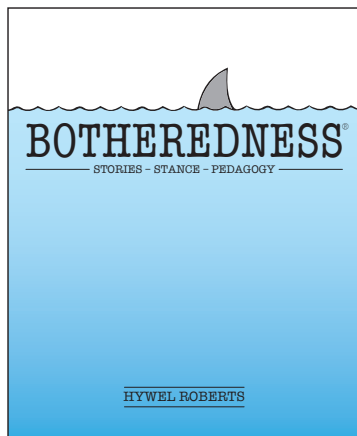
This is an education book that is like no other that has gone before. It won't tell you what to do minute by minute, lesson by lesson, day by day. It won't batter you with impenetrable research or tell you what you must think. You won't even find a scheme of work in it – some planning ideas, for sure, even a template or two, but there's no spoon-feeding here. It's just a book that invites you to consider where you are in your own educational journey. It's a book to get you *bothered*.

Botheredness® is a word Hywel Roberts uses to sum up the kind of authentic care and adult positioning that is real and deliberate and gets children and young people on board with learning. It is the holy grail of teaching and something that will both significantly improve your enjoyment of teaching and benefit your classes enormously.

Suitable for teachers, teaching assistants and school leaders, as well as other education professionals.

"You won't want to put this down, and you will find yourself being more bothered about teaching than you ever thought possible."

- **David Whitaker, Director of Learning, Wellspring Academy Trust, former Executive Principal, author of *The Kindness Principle***



Hywel Roberts has taught in secondary, primary and special settings for almost 30 years. A true Northerner, Hywel deals in botheredness, creative practice, curriculum development and imagineering. He was recently described as 'a world leader in enthusiasm' and his first book, *Oops! Helping Children Learn Accidentally*, is a favourite among teachers. Hywel is a much sought-after educational speaker, an Independent Thinking Associate and has contributed to events worldwide.

New

978-178135409-4

£18.99

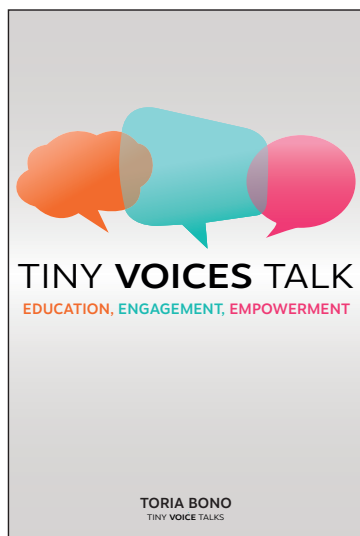
CAN \$27.95 • US \$22.95

222 x 182mm

320 pages

paperback • ebook





Toria Bono is a classroom teacher who has worked in a variety of educational roles over the past 20 years. Toria is passionate about helping those involved in education to find their voices. She believes that when educators listen to and learn from one another, the young people in our nurseries, schools and colleges benefit from the collective knowledge and wisdom shared.

Tiny Voices Talk Education, Engagement, Empowerment

Toria Bono

A book full of tips, insights and practical approaches pooled from little-known educators with big ideas and all geared towards making a difference for your pupils in your setting.

When tiny voices talk, three amazing things happen: they share surprising ideas and insights; they realise they are not so tiny; and they empower other tiny voices to talk too.

Drawing on the winning formula of her *Tiny Voice Talks* podcast, Toria Bono has compiled a great resource full of top tips and actionable advice from a range of tiny voices across the educational spectrum. The assembled voices speak on a broad range of topics relating to education and learner development – from mentoring, metacognitive skills and period education, to trauma-informed practice, nurturing curious learners and finding flow in the classroom.

Suitable for teachers, teaching assistants and school leaders in all phases.

“Whether you are starting your teaching journey, leading a large setting or have decades of experience, this book should be part of every school’s professional development library... I highly recommend it.”

- **Simon Kidwell, School Principal and Vice President of the NAHT School Leaders Union**

New

978-178135411-7

£16.99

CAN \$27.95 • US \$22.95

234 x 156mm

240 pages

paperback • ebook



Square Pegs

Inclusivity, compassion and fitting in – a guide for schools

Fran Morgan with
Ellie Costello

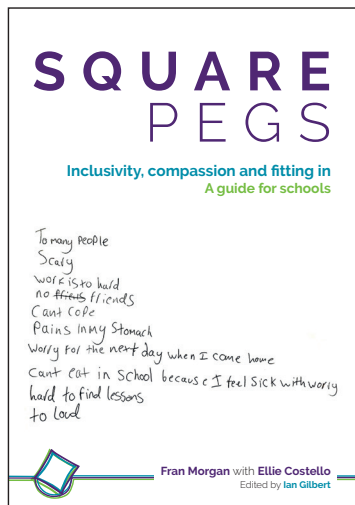
A book for educators who find themselves torn between a government/Ofsted narrative around behaviour, attendance and attainment, and their own passion for supporting square pegs and their families.

Over the last few years, changes in education have made it increasingly hard for those children who don't 'fit' the system – the square pegs. Budget cuts, the loss of support staff, an overly academic curriculum, problems in the special educational needs and disabilities (SEND) system and difficulties accessing mental health support have all compounded pre-existing problems with behaviour and attendance. The 'attendance = attainment' and zero-tolerance narrative is often at odds with the way schools want to work with their communities, and many school leaders don't know which approach to take.

This book will be invaluable in guiding leaders and teaching staff through the most effective ways to address this challenge.

"Twelve years ago, Michael Gove sent a King James bible to every school. The next secretary of state for education should send a copy of this book to every new head teacher and put it on the reading list for all initial teacher training courses."

- **Tim Brighouse, co-author of *About Our Schools***



Fran Morgan founded Square Peg in 2019, following her own daughter's struggles in the education system, having seen clear evidence that there were (and still are) a growing number of square pegs. After 14 years working in this field to support other parents and effect change, she has now retired to pick up the reins of her copywriting business.

Ellie Costello joined Square Peg as Director in 2020, having experienced life as the parent of children with underlying needs which impacted their ability to access and 'fit' the education system. She now runs the organisation, as well as working as an Expert By Experience with local authority and health teams in her home county of Warwickshire.

New

978-178135410-0

£24.99

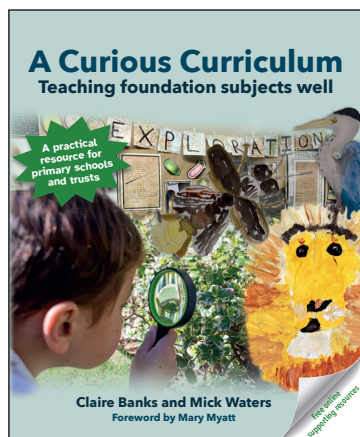
CAN \$39.95 • US \$34.95

246 x 174mm

376 pages

paperback • ebook





Before becoming director of education for The Olympus Academy Trust, a cross-phase multi-academy trust in north Bristol, [Claire Banks](#) was a head teacher for nine years in an inner-city primary school. Throughout her career she has been interested in social and emotional learning and school climate, which has led to her work on leadership culture. Claire now works on curriculum design and school improvement in a system leadership capacity, offering school-to-school support to school trusts.

A former head teacher, [Mick Waters](#) works closely with teachers and leaders in schools, MATs and local authorities to support the development of teaching approaches and curriculum to ensure the best learning outcomes for children. For some years he was director of curriculum for England, based at the Qualification and Curriculum Authority (QCA), and before that held the post of chief education officer for the city of Manchester.

A Curious Curriculum Teaching foundation subjects well

Claire Banks and
Mick Waters

Details the insightful and transformational steps that a school can take towards designing and delivering a rich, rigorous and wide-ranging curriculum.

Foreword by Mary Myatt.

Rather than being a model curriculum that can be uprooted and planted in any school, the book is a model schools can use to design their own curriculum, one that not only encourages children to be active participants in their own learning, but also to see the benefits of being part of a bigger, wider family of learners. The authors concentrate on the foundation subjects, particularly history, geography and science but also design and technology (DT) and art and design – areas that are often challenging for teachers in primary schools. Subjects are brought together and explored under “big ideas” and, crucially, the emphasis is on avoiding the superficial and trivial and rooting teaching in extending and challenging children.

Suitable for executive leaders, head teachers, curriculum coordinators and subject leaders in primary school settings.

“A powerful, hard-hitting book about how we ensure that the curriculum truly inspires curiosity and challenge in primary-aged learners.” - **Dame Alison Peacock, DL, Chief Executive, Chartered College of Teaching**

New

978-178583643-5
£24.99
CAN \$39.95 • US \$34.95
222 x 182mm
368 pages
paperback • ebook

The Mindful Teacher's Handbook

How to step out of busyness and find peace

Kamalagita Hughes

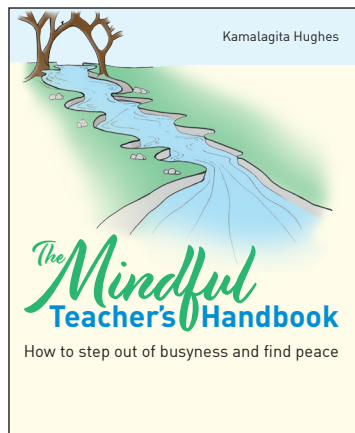
A practical guide to mindfulness that will empower teachers and school staff to take better care of their well-being and find calm in the day-to-day hustle and bustle of the school setting.

When we're on an aeroplane, the on-board safety instructions tell us that in the event of an emergency we should put on our own oxygen mask first – and only then help those around us. The same is true for well-being: we need to look after ourselves in order to be a resource for others. This is especially the case in busy, high-pressure environments such as our classrooms and schools, where burnout is a real concern for teachers and leaders, who all too often relegate their own self-care to the bottom of the to-do list.

The Mindful Teacher's Handbook is a practical and engaging resource to help everyone in schools bring mindfulness into their lives in a meaningful way.

Suitable for teachers, teaching assistants and school leaders.

"This is an excellent introduction to mindfulness, offering many practical exercises to help teachers manage the 'internal weather' that daily events frequently stir up."
 – **Jenny Edwards, CBE, Health Advisor, Mindfulness Initiative.**



Kamalagita Hughes has been practicing mindfulness for 25 years and teaching it for 15. She is a qualified teacher and lecturer with substantial experience in the classroom and in teacher training, further education and higher education. Kamalagita is also the education lead for Mindfulness in Action and a lead trainer for the Mindfulness in Schools Project (MiSP).

New

978-178583642-8

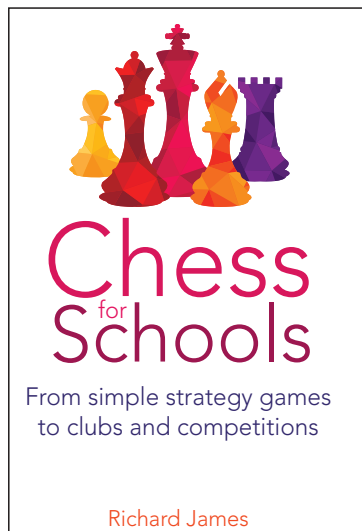
£16.99

CAN \$27.95 • US \$22.95

222 x 182mm

184 pages

paperback • ebook



Richard James has been teaching and organising chess for children since 1972. Between 1975 and 2006, Richard ran the highly successful Richmond Junior Chess Club, whose members included Luke McShane, Jonathan Rowson and other future grandmasters. He is also the author of *Chess for Kids* and *The Right Way to Teach Chess to Kids*, and has written extensively on chess history and trivia.

"I would strongly recommend *Chess for Schools* to any chess teachers, parents and others with an interest in chess pedagogy."

– **Peter Wells, Grandmaster, FIDE Senior Trainer and co-author of *Chess Improvement: It's all in the mindset***

New

978-178583597-1
 £16.99
 CAN \$27.95 • US \$23.95
 234 x 156mm
 224 pages
 paperback • ebook

Chess for Schools

From simple strategy games to clubs and competitions

Richard James

An approach to teaching chess in schools through a series of mini games which will enable all children to better understand and enjoy this magnificent game.

Chess is a game of extraordinary excitement and beauty, and all children should have the opportunity to experience it. Indeed, many claim that playing abstract strategy games such as chess provides a wide range of cognitive and social benefits – such as improvements in problem-solving ability and communication skills.

However, Richard James argues that, because of the complexity of chess, most younger children would benefit more from simpler chess-based strategy games and incremental learning. In this practical handbook, he provides a wide range of games and puzzles based on these principles and explains how teachers can identify children who would benefit from starting young. Richard also sets out how this approach can engage the whole community, including working with children with special needs, getting parents involved in learning and playing, and developing partnerships between primary and secondary schools.

An ideal resource for primary and secondary school teachers wanting to introduce their pupils to chess.

Independent Thinking on Nature-Based Learning

Improving learning and well-being by teaching with nature in mind

Alexia Barrable

An engaging and insightful take on how educators can deliver more outdoor- and nature-oriented learning opportunities for the benefit of their pupils' mental and physical well-being.

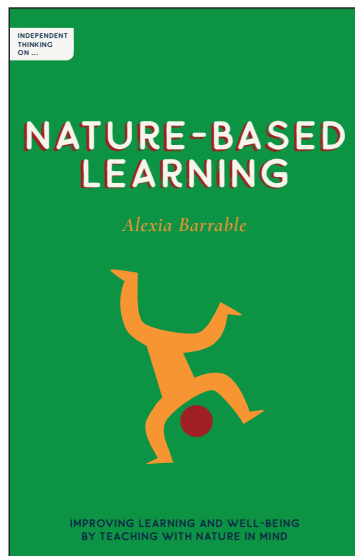
Foreword by Ian Gilbert.

Bringing together evidence from psychology, environmental science and education, Alexia aims to support teachers as they provide meaningful experiences rooted in learning about and through nature. Featuring practical advice, case studies and discussion of original theory, the book aims to inspire, motivate and stimulate educators to engage with alternative approaches to teaching in the outdoors and with nature in mind – and in such a way that promotes students' learning and fosters a long-lasting relationship with nature.

Suitable for teachers and outdoor-learning leaders in early years through to secondary schools.

"A highly readable, useful summary of why nature matters and its positive impact... essential reading for any educator that places health and well-being at the heart of their curriculum."

– **Juliet Robertson, author of *Dirty Teaching* and *Messy Maths***



Dr Alexia Barrable was born in Greece and had a wild childhood climbing trees and rescuing tortoises. After moving to the UK in her early teens, she went on to study at Oxford and Cambridge, where she qualified as a teacher. Alexia has a PhD in psychology in education and conducts research on the human-nature relationship.

See pages 64-66 for more in the Independent Thinking on ... series.

New

978-178135408-7

£11.99

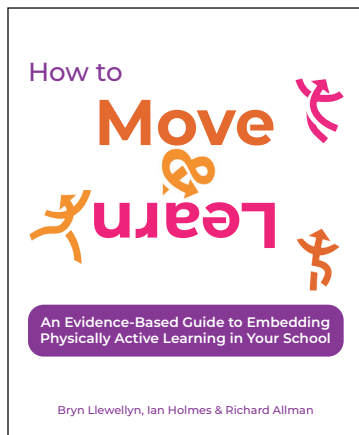
CAN \$17.95 • US \$16.95

198 x 126mm

264 pages

paperback • ebook





How to Move & Learn

An evidence-based guide to embedding physically active learning in your school

Bryn Llewellyn, Ian Holmes and Richard Allman

A practical guidebook that provides primary school teachers and leaders with the know-how and confidence to embed more movement-based approaches in their teaching and learning.

Foreword by Dr Andy Daly-Smith.

We already know that increased physical activity and a reduction in the time spent sitting at desks have wide-ranging benefits (including to brain function), so what if there were also evidence that using movement in the learning process improves outcomes for children? What if we could then map out ways to support teachers in adapting their practice to make this a reality? The links between health and education are paramount, and this book explores these connections, presenting a wealth of ideas, activities and resources to help teachers unlock both the potential of the school and outdoor environments for learning across all curriculum subjects.

Suitable for all primary school teachers and leaders.

Bryn Llewellyn is the founder of Tagtiv8, having previously worked in various UK schools for 25 years as a teacher, deputy head and acting head teacher.

Ian Holmes is a former head teacher who ensured physical activity and the related benefits sat at the heart of the school's culture and ethos.

Richard Allman is a former specialist leader of education (SLE) and senior leadership team member. As a PE specialist he delivered CPD to school leaders, teaching staff and initial teacher training (ITT) students.

"A joyous piece of work that gives us a sneaky peak into just how enriching a curriculum can be."
 – **Chris Dyson, Deputy CEO, Create Partnership Trust**

New

978-178583631-2
 £16.99
 CAN \$27.95 • US \$22.95
 222 x 182mm
 152 pages
 paperback • ebook

Outside Chance (Don't Doubt the Rainbow 2) Anthony Kessel



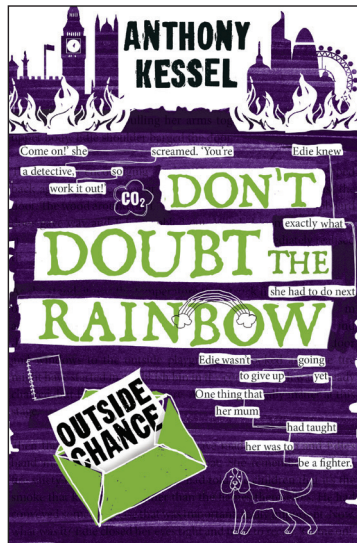
The second book in the Don't Doubt the Rainbow series, *Outside Chance* is a fast-paced YA thriller in which teen detective Edie Marble is tasked with solving four very different but equally puzzling mysteries.

It's been three months since 13-year-old Edie solved the case of her mother's death and became a supersleuth. Now, her reputation is spreading far and wide – everyone wants her help to solve mysteries...

Why does Edie's neighbour's long-lost friend suddenly keep turning up wherever she goes? How can students fail an exam when they know their answers were correct? What led to the vicious attack on an elderly woman on Hampstead Heath? And – most alarming of all – should Edie's schoolfriend be worried about his stepfather's new activist friends?

To solve each mystery, Edie must harness the Three Principles, a new approach to understanding how the mind works that is currently proving invaluable in improving mental health and well-being in children internationally. As tensions across the city reach fever pitch, can Edie follow the clues and coach her own mind to avert a potential catastrophe?

Reading age 11+.



Professor Anthony Kessel is a public health physician, academic and author. Since 2019 Anthony has been working in a national role as Clinical Director (National Clinical Policy) at NHS England and NHS Improvement. Anthony is an international authority on public health, a Trustee director of BookTrust, and also advises other charities on global health and mental health.



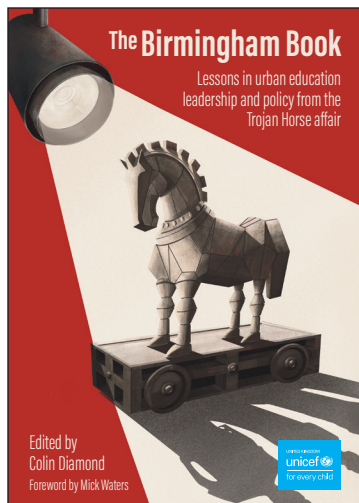
Also in the series:
The Five Clues
(Don't Doubt the Rainbow 1)

978-178583555-1
£6.99
CAN \$12.95
US \$10.95



New

978-178583588-9
£6.99
CAN \$12.95 • US \$10.95
198 x 129mm
344 pages
paperback • ebook



Colin Diamond, CBE has worked in education leadership for over 40 years. In this time, he has held two Director of Education posts as well as working as a Senior Civil Servant in Whitehall. In 2018, Colin took up post as Professor of Educational Leadership at the University of Birmingham. Mindful of his childhood in Liverpool, he is passionate about inclusion and social justice. He also plays in bands and supports Liverpool FC.

The Birmingham Book

Lessons in urban education leadership and policy from the Trojan Horse affair

Colin Diamond

Shines a spotlight on what really happened during the Trojan Horse affair, and shares informed insights into how its exposure made Birmingham's schools (and the nation's) better and safer.

Foreword by Mick Waters.

The book offers fresh perspectives based on unique access to information from within the city, written by respected educationalists who have worked successfully in Birmingham for many years both during the Trojan Horse era and since.

Crucially the book also opens up an informed discussion around the issues raised during Trojan Horse, such as delivering a well-rounded curriculum suitable for a diverse school community, developing working partnerships in the local area, and boosting the attainment and aspirations of children from disadvantaged backgrounds.

Suitable for teachers, school leaders, governors and policymakers.

"Professor Colin Diamond presides over a cornucopia of authentic and inspiring, hitherto untold stories from school leaders; stories of recovery that offer an alternative lens through which to view the kaleidoscope that embodied the Trojan Horse affair."

– Razia Butt, MBE, Isonomy Education

New

978-178583592-6
 £18.99
 CAN \$29.95 • US \$24.95
 245 x 175mm
 408 pages
 paperback • ebook

40 Ways to Diversify the History Curriculum

A practical handbook

Elena Stevens

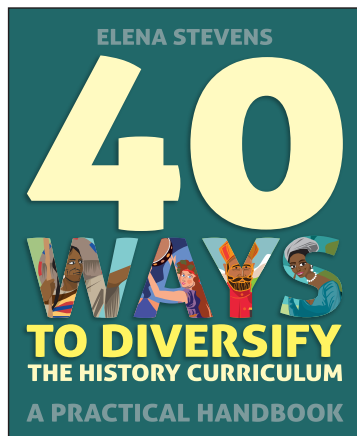
A practical, wide-ranging compendium of enquiries and case studies that helps history teachers diversify, reimagine and decolonise the history curriculum.

In writing this book, Elena Stevens' aim is to respond to calls for a more diverse, decolonised curriculum – calls which have become more insistent following the reinvigoration of the Black Lives Matter movement, the #MeToo movement and other landmark events.

Highlighting the lived experiences of women, the working classes, and BAME and LGBTQ+ communities in particular, *40 Ways to Diversify the History Curriculum* draws upon a wide range of personal stories to exemplify significant historical moments and shed new light on topics that have traditionally been taught through narrower lenses. The book serves as a resource bank for teachers wishing to enliven and diversify history lessons at Key Stages 2–3, GCSE, A level and beyond.

"This book is a must-read for any teacher of history which offers detailed, practical and insightful advice on diversifying the curriculum."

– **Dr Debra Kidd, author and teacher**



Elena Stevens is a secondary school teacher and the history lead in her department. Having completed her PhD in the same year that she qualified as a teacher, Elena loves drawing upon her doctoral research and continued love for the subject to shape new schemes of work and inspire students' own passions for the past.

New

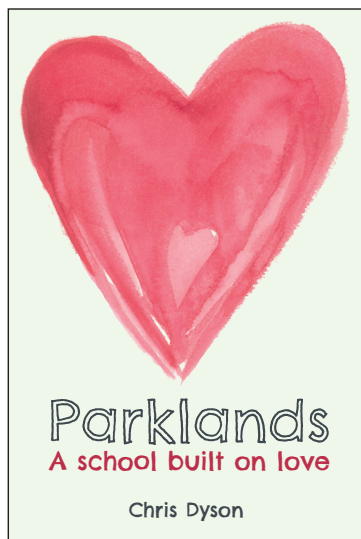
978-178583630-5
£16.99

CAN \$27.95 • US \$22.95

222 x 182mm

192 pages

paperback • ebook



Chris Dyson was the proud head teacher of Parklands Primary School in Seacroft, Leeds for over eight years. Having been raised in a single-parent household, receiving free school clothes and free school meals himself, Chris' connection between his early life and that of Parklands' pupils is rooted in common experience. He is now Deputy CEO at Create Partnership Trust, and believes that education is the key to making the future brighter.

Parklands

A school built on love

Chris Dyson

A heartwarming account of Parklands School's transformative journey towards becoming a safe, loving environment in which all of its learners can thrive.

If anything can bind together nearly 400 pupils and 100 school staff in challenging circumstances, it's love. And love is in plentiful supply at Parklands.

In this inspiring book, head teacher Chris Dyson shares the story of how he has steered the school towards the seemingly impossible educational dream of high achievement, personalised support and complete inclusion. He explains how the school setting can be a place where there is love but also hope and relentless ambition for children, and reflects on the steps that he and his staff have put in place to make this a reality for Parklands' pupils.

An uplifting read for all teachers and school leaders.

"We can't all be Chris, but we can all learn from the way he works."
– Mary Myatt, education writer, speaker and curator at Myatt & Co

New

978-178583600-8
 £16.99
 CAN \$26.95 • US \$21.95
 234 x 156mm
 160 pages
 paperback • ebook

Bringing Forth the Bard

A guide to teaching Shakespeare in the English classroom

Zoe Enser

Links together the golden threads which run through Shakespeare's work and highlights how teachers can best explore these with students.

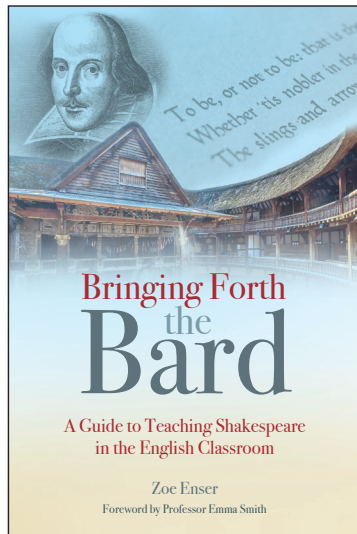
Foreword by Professor Emma Smith.

Zoe Enser equips busy teachers with the core knowledge that will enable them to make links between the themes, characters, language and allusions in Shakespeare's oeuvre. Each chapter includes tips on how to bring his plays to life in the classroom, and features case studies from practising teachers in a range of contexts to illustrate how they can ensure that their students develop an appreciation of his work – moving beyond the requirements of exams and empowering them to engage in the discussion around his influence and enduring appeal.

Suitable for teachers of English in all phases.

"A tour de force: an essential guide to help ensure that our students receive the best teaching when it comes to approaching Shakespeare."

– **Stuart Pryke, co-author of *Ready to Teach: Macbeth***



Zoe Enser was a classroom teacher for 20 years, during which time she was also a head of English and a senior leader with a responsibility for staff development and school improvement. Zoe also writes for *TES* and is the co-author of *Fiorella & Mayer's Generative Learning in Action* and *The CPD Curriculum*.

New

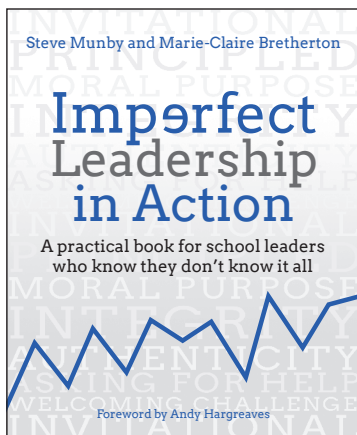
978-178583629-9
£16.99

CAN \$27.95 • US \$22.95

234 x 156mm

160 pages

paperback • ebook



Steve Munby has spent his whole career in education, first as a teacher and then as an adviser and inspector before moving into leadership. Between 2005 and 2017 he was chief executive first of the National College for School Leadership in England and then of Education Development Trust, an international education charity. He is now a self-employed consultant and speaker on leadership and on system reform.

Marie-Claire Bretherton trained as a teacher before becoming a head teacher in Lincolnshire, where she led three very different schools to secure improved outcomes for pupils, including in the most challenging of circumstances. She is now Director of School Improvement for Anthem Schools Trust in England, as well as the Education Director for KYRA.

Imperfect Leadership in Action

A practical book for school leaders who know they don't know it all

Steve Munby and Marie-Claire Bretherton

Designed to help leaders pursue imperfect leadership as something to be celebrated and as a foundation for success.

Foreword by Andy Hargreaves.

In *Imperfect Leadership in Action*, Steve has teamed up with Marie-Claire Bretherton to delve in more detail into a broad range of themes under the umbrella of imperfect leadership. Writing with sparkling clarity, the authors explore the approach's key principles and share engaging exercises and inspiring case studies which give voice to a wide range of experiences from across the education sector.

Suitable for all those in or aspiring to leadership positions in education.

"*Imperfect Leadership in Action* will be a constant and reassuring guide for many in our schools."

– Rt Hon Baroness Estelle Morris, former Secretary of State for Education

New

978-178583601-5
 £20.00
 CAN \$29.95 • US \$24.95
 222 x 182mm
 256 pages
 paperback • ebook

The Wolf was Not Sleeping (Police Care UK edition)

Avril McDonald

Illustrated by Tatiana Minina;
With a foreword from His
Royal Highness Prince William

A heartwarming bedtime story specially written by Avril McDonald to soothe the anxiety of children whose parents work as first responders and to encourage conversations which help them manage trauma. This book has a dedication from HRH Prince William and features characters from the police force.

There are lots of ways in which we can tell or show people how we are feeling – and if we can name a feeling, then we can tame a feeling.

Part of Avril McDonald's *Feel Brave* series – little stories about big feelings. An ideal bedtime read for young children whose parents are first responders.

"This book is dedicated to you, the children of police families and the grown-ups you love. It is here for you when you might be feeling scared or worried about them. Be proud of the important part your family plays in keeping us all safe from trouble or harm."

- **HRH Prince William.**



Avril McDonald is the bestselling, award-winning author of the *Feel Brave* series of books and founder of *Feel Brave*. Avril has a Diploma of Education from Wellington College of Education, New Zealand, where she trained as a primary school teacher majoring in music and dance. She then had a varied career in digital entertainment before launching *Feel Brave* to give teachers and parents simple and practical strategies to help children with their emotional well-being.

See pages 94-95 for more in the *Feel Brave* series.

From every sale of the book, a 50p donation will be made to Police Care UK.

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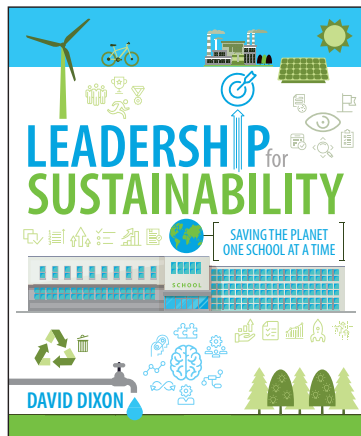
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32 pages

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Dr David Dixon was a full-time primary teacher for 15 years before becoming a head teacher for the following two decades. In that time, he promoted the twin causes of environmental education and sustainability, which formed the central ethos of his schools. David is now a freelance education consultant, specialising in curriculum and leadership and helping individual schools to link sustainability with school improvement more generally.

Leadership for Sustainability

Saving the planet one school at a time

David Dixon

A stirring and informative greenprint to help school leaders play their part in making their schools more environmentally friendly and thus better places to learn for all.

This book is a rallying cry for all schools to unleash their potential to deliver a brighter future for both their pupils and society at large.

It sets out how school leaders can embed eco-friendly practices in the day-to-day running of their schools that will also contribute to overall school improvement, including that recognised by inspectors. David weaves his guidance around the 'five Cs of sustainability' – captaincy, curriculum, campus, community and connections – to position sustainability as a natural vehicle for developing a type of fully integrated learning ecology and culture for the benefit of all.

Suitable for school leaders, teachers and teacher trainers.

"Leadership for Sustainability provides school leaders with an inspiring 'greenprint' for embedding sustainability throughout school communities."

– **Dr Elizabeth Rushton, Associate Professor of Education, UCL Institute of Education**

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Reboot your life with BrainWorking Recursive Therapy

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An engaging self-help guide to using BWRT: a psychological approach designed to tackle stress, anxiety, phobias and many other of life's challenges.

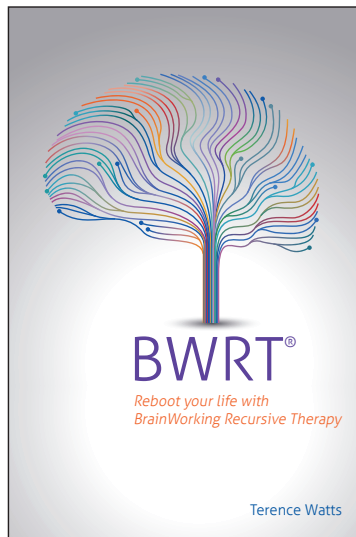
BWRT is a completely personalised therapy that is customised specifically to the way your brain and mind work, and is scripted in such a way as to enable you to overwrite any problem you're experiencing with new thinking.

The technique has a strong foundation in science and evolutionary biology and is designed to work directly in the cognitive gap between the reptilian complex responding to a trigger (such as a stressful situation) and the individual becoming aware of what's happening.

Suitable for anyone wanting to rewire their psychological responses to life's challenges.

BrainWorking Recursive Therapy (BWRT) is a registered trademark of Terence Watts.

"The book truly contains the possibility to change your life in deep and profound ways."
– **Dr Tony Fitzgerald, PhD, founder of Predicting Better**



Terence Watts is a Fellow of the Royal Society of Medicine, and the only psychology related therapist to have been awarded the MCGI (Member of the City & Guilds Institute). Founder of the Essex Institute of Clinical Hypnosis, The Terence Watts BWRT Institute and The British BrainWorking Research Society, he is an international lecturer and trainer and runs popular online training seminars.

New

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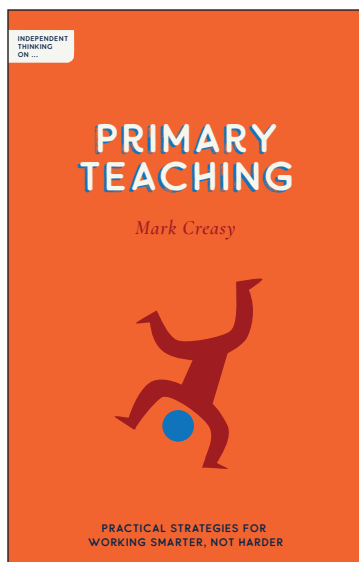
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Mark Creasy is an Independent Thinking Associate and experienced primary school teacher. His contemporary and down-to-earth style of teaching has allowed him to view learning as a tool, not a rule, to ensure that his pupils are given the right to an education that suits their needs and maximises their potential for future success. Mark is also the author of *Unhomework*, which challenges the orthodoxies about work outside the classroom.

Independent Thinking on Primary Teaching

Practical strategies for working smarter, not harder

Mark Creasy

Paints a vivid picture of life in a primary school and shares top tips on how to enrich children's learning at no extra cost to teachers' time or the school budget.

Foreword by Ian Gilbert.

Primary school teachers are working harder than ever, and have more and more to do in the finite time they have with their pupils, but Mark Creasy believes it doesn't need to be like this.

With rare experience in both primary and secondary phases and at leadership as well as classroom levels, Mark is ideally placed to comment on what works and what doesn't – and in this book he urges teachers to recognise that there is another way.

Essential reading for primary school teachers.

See pages 64-66 for more in the Independent Thinking on ... series.

"I would highly recommend this book to primary teachers everywhere."
– Helen Martin, Executive Director, Gateway Alliance

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A Head Full of Ethos

A holistic guide to developing and sustaining a positive school culture

Armando Di-Finizio

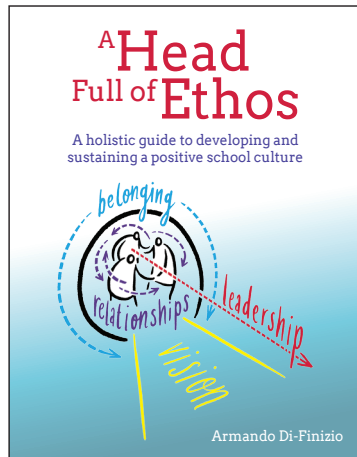
A head teacher's insightful account of how to go about developing a shared vision and blending it into a school's culture and day-to-day running.

This thoughtful book examines the first steps towards creating a sustainable school ethos that will become the bedrock on which a school can build in order to inspire its students to flourish and its staff to grow professionally. This requires a deep understanding of the relationship between the school's vision and its underpinning principles, and how this translates into the strategic direction and day-to-day operations of the school.

Armando Di-Finizio weaves his experiences and the lessons he's learned from three decades of successful school leadership into an engaging illustration of the principles which have supported him in his varied settings. In so doing, he explores the key elements that contribute to nurturing a positive school ethos and cultivating a healthy teaching and learning environment.

"Armando shares his experience in a way that will be helpful to anyone who wants to run their school on truly educational principles."

– **Mick Waters, Professor of Education, University of Wolverhampton**



Armando Di-Finizio has, over the course of his career, taught in seven schools in deprived areas of London, Bristol and Cardiff. With a guiding conviction that every child can go on to flourish in life, Armando has successfully led three schools from being among the lowest performing in the country to achieving outcomes well above expectations.

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Tim Brighouse and Mick Waters

Robin Walker • Carl Ward • Rachael Wardell • Chris Waterman • John West-Burnham
 Lisa Williams • Gavin Williamson • Michael Wilshaw • Hannah Woodhouse

Twice a chief education officer – once in Oxfordshire and once in Birmingham, each time for 10 years – and leader of the London Challenge, **Tim Brighouse** says he has learned from most of his many mistakes as a teacher, teacher educator and administrator. He believes in the power of teachers and schools to change the world for the better.

A former head teacher, **Mick Waters** has worked in teacher education and at policy levels in both local and national government. Over time he has been asked to work in the UK and abroad to develop revised policy and practice for leadership, teacher education, governance and classroom teaching.

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About Our Schools

Improving on previous best

Tim Brighouse and Mick Waters

Examines in detail the turbulent years of education policy and practice from the late 1970s to the present day – and sets out what policy-makers and education leaders can do to enable our schools to improve on their previous best.

Foreword by Danny Dorling.

Through revealing and forthright interviews with 14 secretaries of state – from Kenneth Baker to Michael Gove and Gavin Williamson, together with many other leading figures in education – Tim Brighouse and Mick Waters provide fascinating insights into the various evolutions and revolutions that have taken place in English state education since 1976.

In so doing they highlight key areas for improvement and assess where we should go from here to enable teachers and schools to improve the learning and broaden the horizons of each and every one of their pupils – whatever their talents, challenges, advantages or problems.

"About Our Schools is a masterpiece, and I shall be returning to it again and again."
 – **Mary Myatt, education writer, speaker and curator of Myatt & Co**

Catalyst

An evidence-informed, collaborative professional learning resource for teacher leaders and other leaders working within and across schools

Louise Stoll, Carol Taylor, Karen Spence-Thomas, and Chris Brown

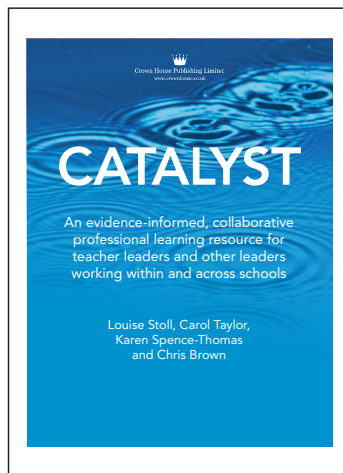
A collection of specially designed cards created to support and promote the professional learning and development of groups of teacher leaders.

The collection consists of two sets of resource cards and a clear and detailed facilitator guide – along with a bibliography and photocopiable resources for download – and has been designed for use by staff in schools in all contexts and across the entire student age range.

Suitable for school leaders and educators looking to both expand and refine their conversations around change management, professional development and school improvement.

"An innovative professional learning resource that supports and enables leaders to engage school leaders with evidence-informed practice."

– **Professor Dame Alison Peacock, Chief Executive, Chartered College of Teaching**



Dr Louise Stoll is Professor of Professional Learning at the UCL Institute of Education (IOE).

Carol Taylor, MA designs and facilitates bespoke leadership programmes for national and international contexts.

Karen Spence-Thomas, MMus has held teaching and leadership roles in London schools and specialised in designing and facilitating tailored professional development programmes.

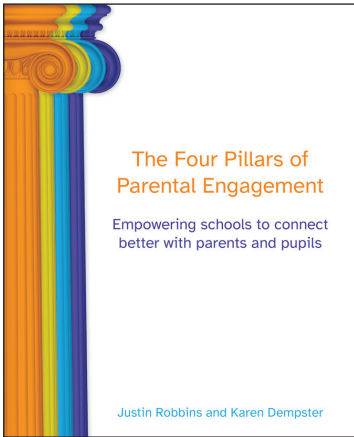
Dr Chris Brown is Professor in Education and Director of Research in the School of Education at Durham University.

Leadership

978-178583554-4
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28 x A6 cards, 16 x A5 cards, 1 x A5
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Justin Robbins co-founded Fit2Communicate in 2015 and is an experienced communication expert, a Fellow of the Institute of Internal Communications and a certified DISC personality profile practitioner. A highly experienced communication expert, **Karen Dempster** is co-founder of Fit2Communicate, a Fellow of the Institute of Internal Communications and a certified DISC personality profile practitioner. She is passionate about raising the standard of communication in all schools in order to support better student outcomes.

The Four Pillars of Parental Engagement

Empowering schools to connect better with parents and pupils

Justin Robbins and Karen Dempster

Shares practical solutions relating to school-parent engagement and communication.

Based on insights gathered from some of the hardest-to-reach parents, this book covers all aspects of the parent-pupil-school relationship and provides a wide-ranging toolkit of practical approaches and strategies that will enable this relationship to thrive.

Justin and Karen describe the challenges of successful parental engagement – encompassing both traditional methods and the use of technology – and examine these challenges through the four pillars of knowledge, environment, culture and communication.

"Drawing on the voices of parents, pupils and education professionals, this carefully researched book makes a significant contribution to the field of parental engagement."
– Mary Myatt, education writer, speaker and curator of Myatt & Co

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Middle Leadership Mastery

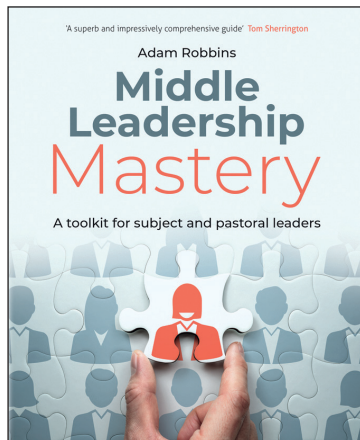
A toolkit for subject and
pastoral leaders

Adam Robbins

Aims to enhance middle leaders' expertise so that they can make informed decisions and communicate them effectively to both staff and students.

For many years school inspections have focused on data-driven outcomes and the role of senior leaders in driving school improvement; recently, however, the focus has shifted to curriculum and middle leadership. This has left middle leaders under increased pressure to be able to justify their actions and decisions.

Adam draws on his 16 years' experience of teaching in a deprived area to illustrate his points with stories and anecdotes from the front line, demonstrating how middle leaders can better understand their context and deliver the best outcomes from a variety of starting points.



Adam Robbins is a head of department at a large comprehensive school, where he also oversees and supports teacher development. He is the managing editor at CogSciSci, a grassroots organisation aimed at bringing the findings of cognitive science to the classroom, and is often invited to talk on issues of teaching, learning and pastoral matters, speaking at events including the PiXL, researchED and Association for Science Education (ASE) conferences.

"Adam Robbins has used his extensive knowledge to produce a superb and impressively comprehensive guide – covering curriculum design, assessment, teacher development and more besides – for anyone undertaking one of these all-important roles."

– **Tom Sherrington, education consultant and author of *Teaching WalkThrus***

Leadership

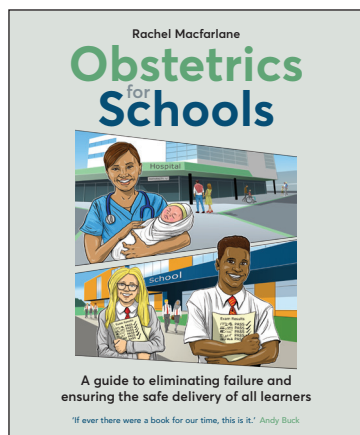
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192 pages

paperback • ebook



Rachel Macfarlane is the Director of Education Services at Herts for Learning having previously been head teacher at three contrasting schools over a 16-year period. Between 2009 and 2018 Rachel was project director of the London Leadership Strategy's Going for Great (G4G) programme, which involved working with leaders of outstanding schools to share great practice and produce case studies for dissemination to London schools.

Obstetrics for Schools

A guide to eliminating failure and ensuring the safe delivery of all learners

Rachel Macfarlane

Presents a powerful manifesto for school leaders and teachers on how they can bridge the advantage gap and deliver positive outcomes for all pupils.

In most parts of the world, the death of a baby in childbirth is now a rare tragedy rather than a common occurrence – and it would be considered shocking for medical staff to accept a significant infant fatality rate. It's also inconceivable that a hospital would have a successful delivery target much below 100%.

Yet there is an expectation, and acceptance, of 'baked in' educational failure for around a third of 16-year-olds in UK schools each year. Such outcomes need addressing, and this book does just that.

"Written with passion, care and a deep understanding of the issues, *Obstetrics for Schools* gets under the skin of what schools and school leaders can do to address inequity in education. This book is a triumph, and so timely too. I love it and will be recommending it everywhere I go."

– **Steve Munby, Visiting Professor, Centre for Educational Leadership, UCL**

Leadership

978-178583540-7
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A School Built on Ethos

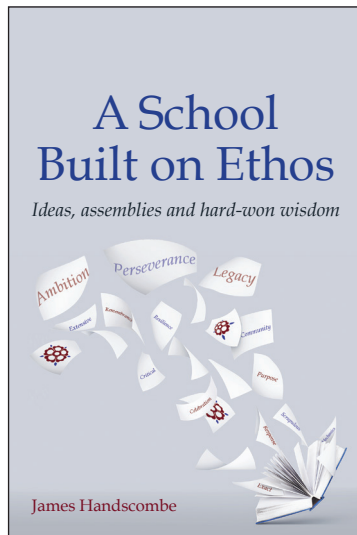
Ideas, assemblies and hard-won wisdom

James Handscombe

Explores how schooling is more than gaining qualifications, how learning is more than exams, and how academic success comes more readily to those who have grasped this idea.

Harris Westminster Sixth Form has had enormous success in providing an academic education for students of all socio-economic backgrounds. This success is grounded in the development of a scholarly ethos that guides students and staff into successful habits – driven by a clear vision for the community and communicated through everything that the school says and does.

In this book, founding principal James Handscombe takes readers through the school's development and illustrates its journey by sharing a selection of the assemblies that have underpinned and elucidated its ethos.



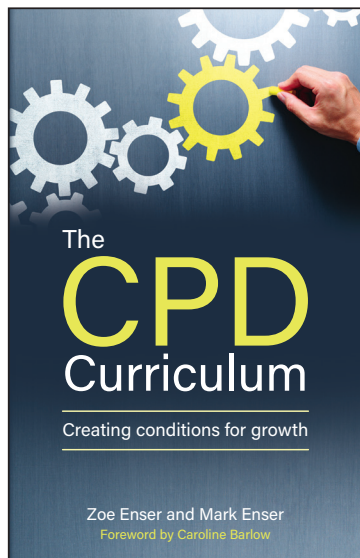
James Handscombe studied mathematics at Oxford and Harvard before training to be a teacher. He worked in schools in south Wales, Australia and south-east London before becoming the founding principal of Harris Westminster Sixth Form in 2014.

"Entertaining, thoughtful, stretching and deeply interesting. James Handscombe demonstrates very clearly that while every school leaves a legacy of some kind, a legacy of excellence can indeed be planned for and created with ambition and perseverance."
 – Sir Dan Moynihan, Chief Executive, Harris Federation

Leadership

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Zoe Enser was a classroom teacher for 20 years, during which time she was also a head of English and a senior leader with a responsibility for staff development and school improvement. She is now the lead specialist English adviser for Kent working with The Education People and is an evidence lead in education (ELE).

Mark Enser has been teaching geography for the best part of two decades and is a head of department and research lead at Heathfield Community College, as well as a specialist leader of education (SLE) and ELE.

The CPD Curriculum

Creating conditions for growth

Zoe Enser and Mark Enser

Shares expert and practical guidance for schools on designing and delivering continuing professional development (CPD) that truly lives up to its name.

Zoe and Mark explain how schools can overcome issues with CPD that can leave teachers plateauing in their development after just a few years, and share a variety of case studies that illustrate the key components of an effective CPD programme that builds on teachers' prior knowledge.

The authors spell out the importance of CPD and explain how, when done well, it gives teachers the agency to make professional decisions informed by the best evidence and experience they have to hand. Furthermore, they explore how high-quality professional development contributes not only to a collaborative culture within the school staff team and enhanced job satisfaction for teachers, but also to improved student outcomes.

"The CPD Curriculum is not just an essential book for those in charge of staff development in schools, it is a must-read for all teachers who feel anchorless and adrift on the vast ocean of CPD. It will be your stay."

– Haili Hughes, teacher, author, journalist and speaker

Leadership

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Taking Control 2

How to prepare for Ofsted under the education inspection framework

Paul Garvey

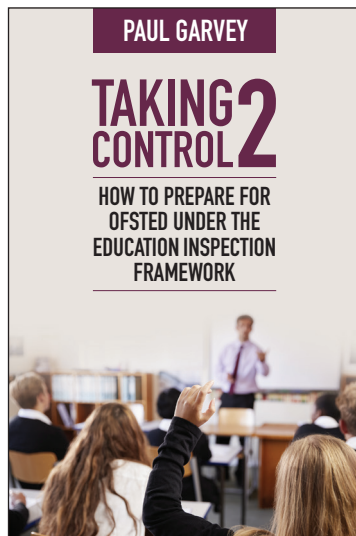
This invaluable handbook equips teachers, subject leaders and school leaders with the tools and know-how to enable them to prepare for their next inspection with confidence.

Distilled from Paul's 11 years' experience as an Ofsted inspector, this practical handbook builds on its predecessor *Taking Control* to help schools in England ready themselves for inspection under the 2019 education inspection framework (EIF).

It features many first-hand experiences of inspection under the updated EIF and highlights the methodology of inspection – including 'deep dives' and the 90-minute phone call – combined with top tips to ensure you get the best out of the assessments.

"I adore the honesty of this straight-talking book: it allows you to see the sunshine through the trees when it comes to school inspections."

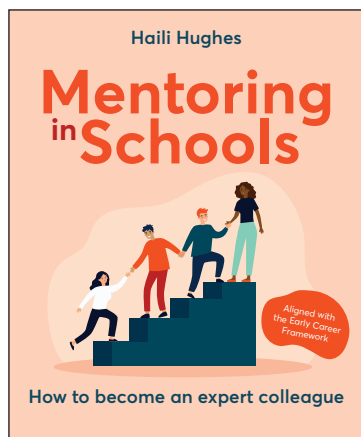
– **Chris Dyson, Deputy CEO, Create Partnership Trust**



Paul Garvey was a teacher for 22 years and is a former lead inspector for Ofsted. He has also supported many schools in preparing for inspection. Paul is a member of both Barnsole Academy Trust and PEAK Multi Academy Trust, and is the author of *Taking Control* and *Talk for Teaching*.

Leadership

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234 x 156mm
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Haili Hughes is an experienced teacher and mentor who is passionate about keeping excellent teachers in the classroom, where they make the most impact on young people. She is determined to improve teacher retention rates through the support of high-quality mentors.

Mentoring in Schools

How to become an expert colleague – aligned with the Early Career Framework

Haili Hughes

Forewords by Professor Rachel Lofthouse and Reuben Moore

An all-encompassing guide to becoming a valued in-school mentor who can guide the next generation of teachers towards a long and fulfilling career in the classroom.

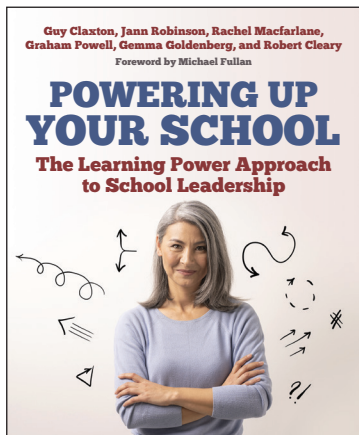
Haili Hughes, a former senior leader with years of school mentoring experience, was involved in the consultation phase of the Early Career Framework's design – and in this book she imparts her wisdom on the subject in an accessible way.

Haili offers busy teachers a practical interpretation of how to work with the framework, sharing practical guidance to help them in the vital role of supporting new teachers.

"Haili's book promises to help readers to become an expert colleague. It is timely as the Early Career Framework is rolled out to schools and as the profession embarks on a renewed understanding of induction."
– Chris Rolph, Director, Nottingham Institute of Education, Nottingham Trent University

Leadership

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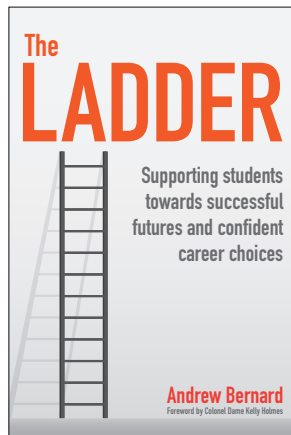


Powering Up Your School The Learning Power Approach to school leadership

Guy Claxton, Jann Robinson,
Rachel Macfarlane, Graham
Powell, Gemma Goldenberg
and Robert Cleary

A treasury of top tips on how school leaders can successfully embed the Learning Power Approach (LPA) in their school's culture and empower teachers to deliver its benefits to their students.

See page 69 for other titles in the Learning Power series.



The Ladder Supporting students towards successful futures and confident career choices Andrew Bernard

Contains everything educators need to know in order to be effective advocates for young people and their future aspirations, pathways and career aims.

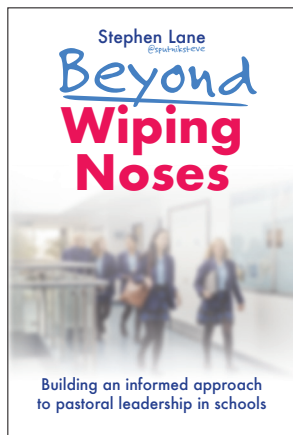
Using the mantra 'every adult is a careers teacher', *The Ladder* will inspire teachers to explicitly link their subject area to students' futures, both in school and outside its walls, and support them in doing so.

Leadership

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Beyond Wiping Noses

Building an informed approach to pastoral leadership in schools

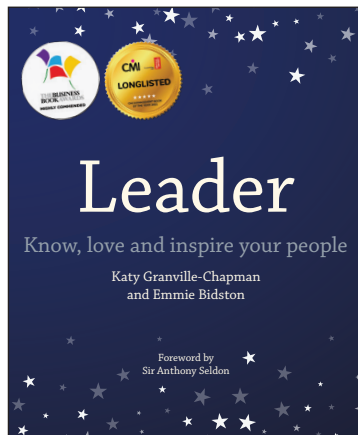
Stephen Lane

Sets out the crucial role of pastoral care as part of the function and purpose of schooling – and shares practical insights on how schools can get it right.

In this urgently needed book, teacher and Head of Year Stephen Lane presents a case for developing a research-informed approach to the pastoral aspect of teaching.

Leadership

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Leader

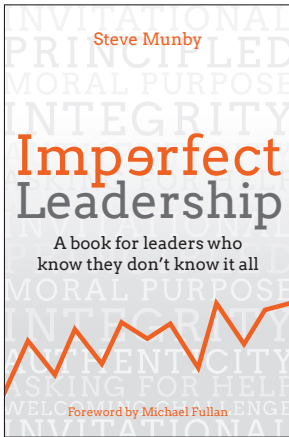
Know, love and inspire your people

Katy Granville-Chapman and Emmie Bidston

Practical, evidence-based and optimistic, *Leader* will inspire leaders in any setting to lead through service and empower them with the tools to help their team flourish.

Suitable for both aspiring and established leaders.

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Imperfect Leadership

A book for leaders who know they don't know it all

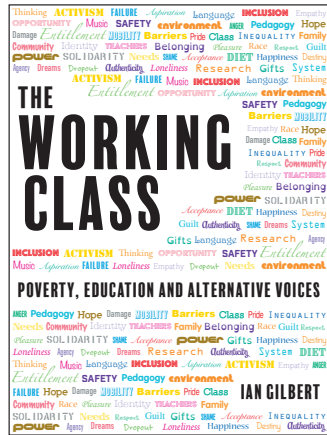
Steve Munby

Foreword by Michael Fullan

Eloquently reflects upon and describes a leadership approach that is strong on self-awareness and positive about the importance of asking for help.

Suitable for all those in or aspiring to leadership positions in education.

See *Imperfect Leadership in Action* on page 26.



The Working Class

Poverty, education and alternative voices

Edited by Ian Gilbert

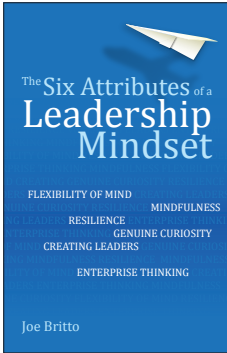
Written for policy makers and activists as well as school leaders and educators, this is a timely survey of the impact of current policies and an invaluable source of practical advice on what can be done to better support disadvantaged children in the school system.

Leadership

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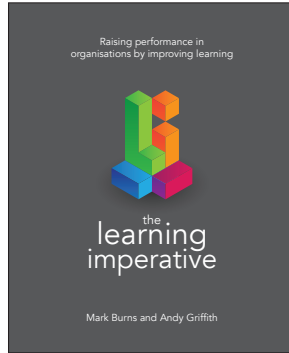


The Six Attributes of a Leadership Mindset

Flexibility of mind, mindfulness, resilience, genuine curiosity, creating leaders, enterprise thinking

Joe Britto

Carefully examines the six key attributes that make up a leadership mindset, and explores in detail how you can grow them for yourself.



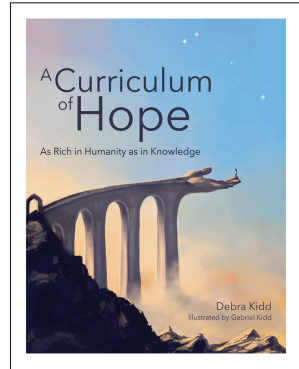
The Learning Imperative

Raising performance in organisations by improving learning

Mark Burns and Andy Griffith

Addresses the most common barriers to effective learning and provides practical strategies for overcoming them.

Whether you are an experienced leader or just starting out in the role, this user-friendly manual will empower you to boost your team's performance and to make a powerful impact on their learning.



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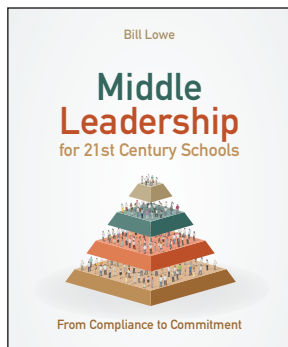
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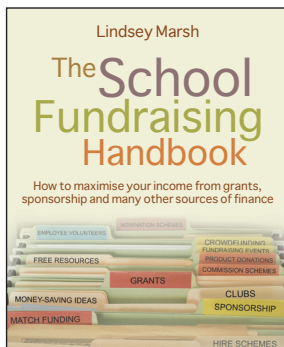
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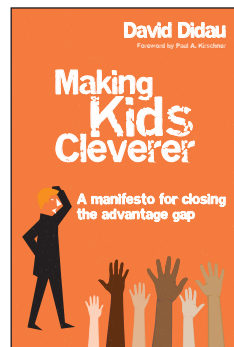


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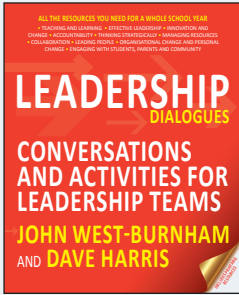
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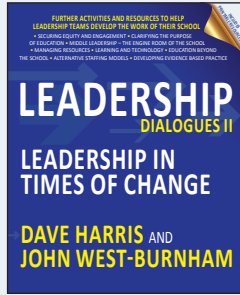
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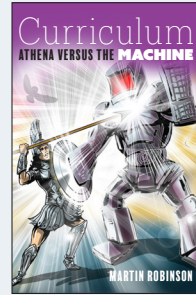
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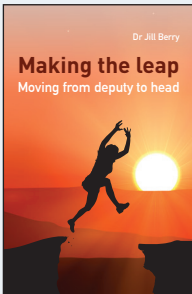
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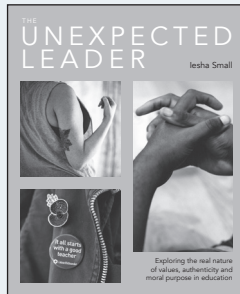
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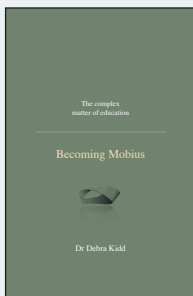
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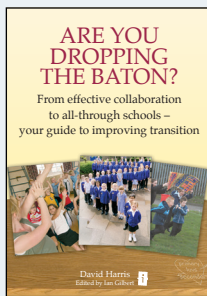
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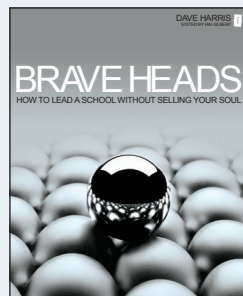
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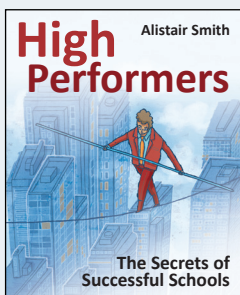
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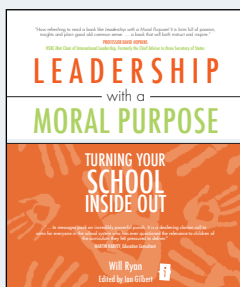
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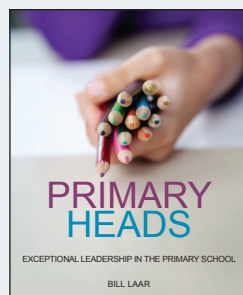
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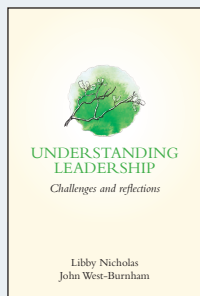
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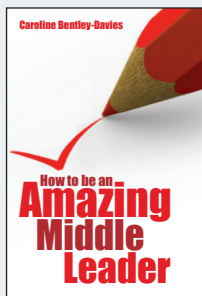
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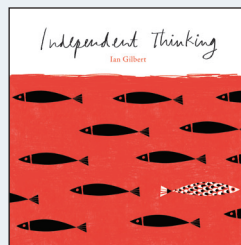
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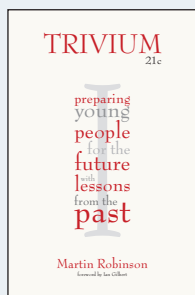
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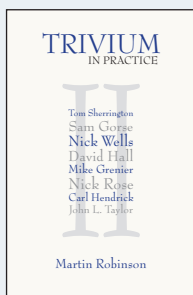
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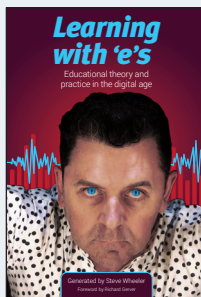
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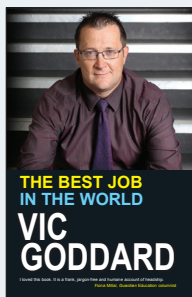
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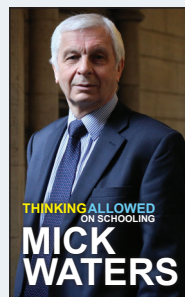
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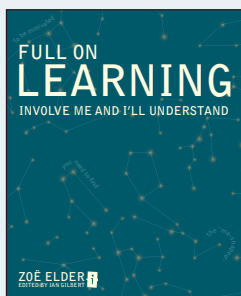
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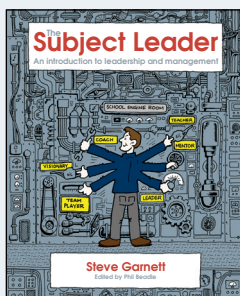
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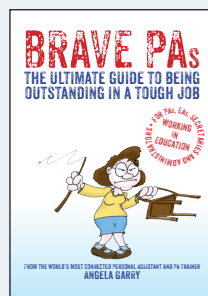
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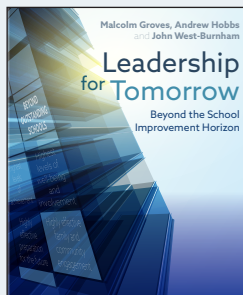


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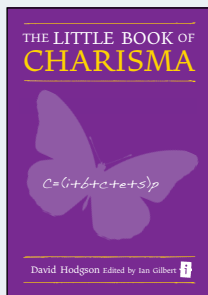
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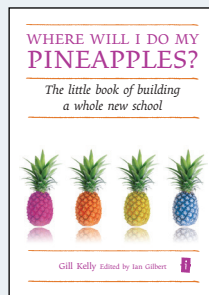
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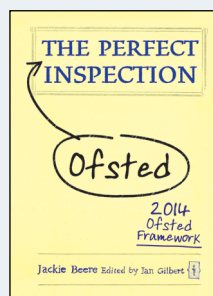
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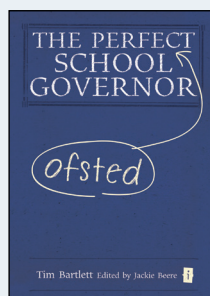
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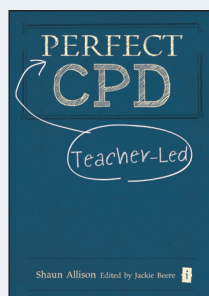
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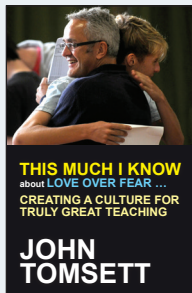
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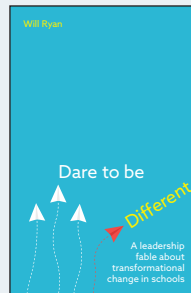
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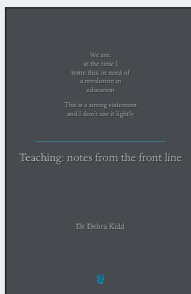
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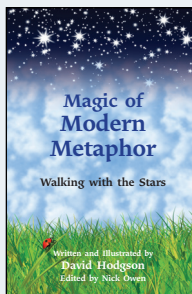
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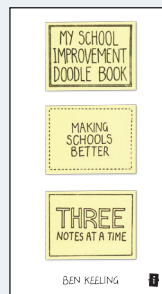
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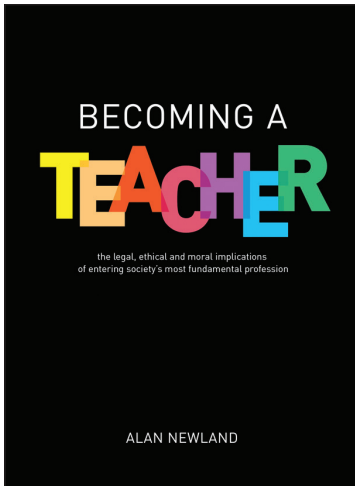
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Alan Newland spent 40 years as a teacher, lecturer, head teacher and advisor at the Department for Education and the General Teaching Council for England. He now writes and speaks on ethics and professional values in teaching, and presents lectures to thousands of students each year at universities and school-centred initial teacher training (SCITT) providers across the country. Alan also runs the award-winning social media network newteacherstalk.com.

Becoming a Teacher

The legal, ethical and moral implications of entering society's most fundamental profession

Alan Newland

An inspiring and motivating guide to embarking confidently on a career in teaching and, above all, acquiring and developing the essential character traits and values to flourish in it.

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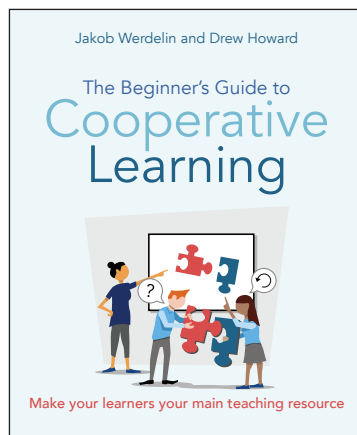
Offers step-by-step guidance on how to get simple, powerful Cooperative Learning up and running in your setting – both as classroom practice and as a wider approach to empowering the entire school community.

The Education Endowment Foundation's Teaching and Learning Toolkit describes collaborative learning as an approach which 'involves pupils working together on activities or learning tasks' and in such a way that enables 'everyone to participate on a collective task that has been clearly assigned'.

In the context of this book, Cooperative Learning relates to a number of such activities – from simple memorising to more complex analysis and debating – which are designed to boost learners' interdependence, participation and interaction.

"An excellent guide to Cooperative Learning that provides teachers with a coherent philosophy and a detailed structure for bringing it to life in the classroom."

– **Tom Sherrington, author of *The Learning Rainforest* and *Teaching WalkThrus***



Jakob Werdelin is a Danish teacher trainer and consultant specialising in cooperative learning, an approach which structures learning environments to improve academic outcomes and inculcate readiness for work and life in the 21st century. Jakob is the founder and director of UK-based Werdelin Education.

Drew Howard is a Londoner who has a wide range of experience in a variety of school and college settings, both in the UK and abroad. He was previously an acting head teacher and a deputy head, and is currently Director of Primary Curriculum and Pedagogy at a multi-academy trust in Norfolk.

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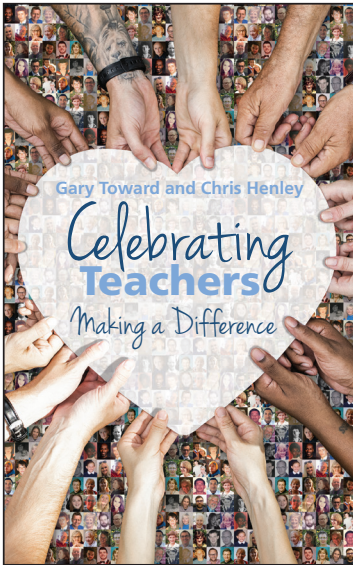
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Gary Toward is a trainer, keynote speaker and novelist who has previously taught in seven schools countrywide. He was head teacher of three schools in Leicestershire, during which time he co-led a pupil referral unit (PRU) out of special measures.

Chris Henley is a trainer and keynote speaker who taught for over thirty years in three different secondary schools. Chris is an inspirational teacher who moved on from leading an outstanding languages department to become a senior leader. As assistant head in charge of teaching and learning, he played a major role in two successful Ofsted inspections.

Celebrating Teachers Making a difference

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This book celebrates the superhero of the classroom: the teacher.

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An uplifting and insightful read for all teachers and educators.

"Celebrating Teachers shows exactly why teaching is a wonderful and rewarding career. It shines a light on real teachers, their tireless and motivational work, and how they make a difference every day to so many." – **Tim Sutcliffe, Chief Executive Officer, Symphony Learning Trust**

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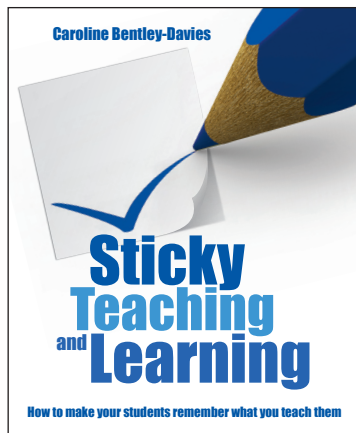
Provides busy teachers with a toolkit of practical techniques designed to make learning as sticky as possible for their students.

In this hugely practical book, Caroline identifies teaching techniques that contribute most effectively to long-term learning. She then sets out how to deliver content in such a way that it stays in pupils' memories for longer and leads to greater independence and better exam performance.

Caroline also shares a toolkit of 50 engaging, tried-and-tested strategies designed to help teachers ensure that their students remember what they teach them – and, throughout the book, she provides thinking points and actions to encourage teachers' reflections upon their own classroom practice.

"Packed full with relevant, relatable and realistic classroom ideas, Caroline's book is accessible, engaging and perfect for the busy classroom teacher."

– **Kate Lewis, Assistant Head Teacher, Arthur Mellows Village College**



Caroline Bentley-Davies is an adviser, consultant and coach for teachers and school leaders. She runs training and observes lessons across the UK and overseas. She has trained thousands of teachers and is the author of many bestselling books, including *How to be an Amazing Teacher* and *How to be an Amazing Middle Leader*.

See more from Caroline on pages 48 and 83.

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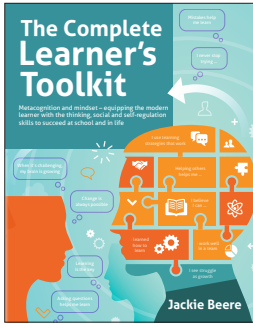
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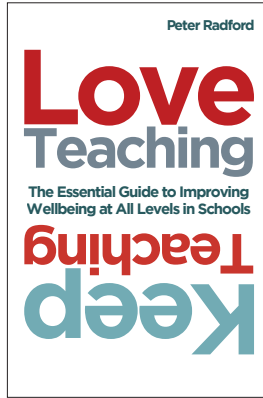


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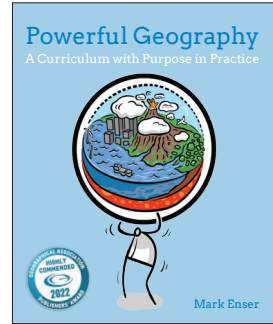


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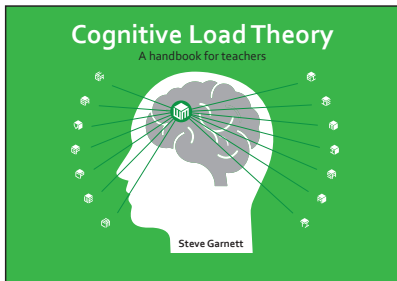
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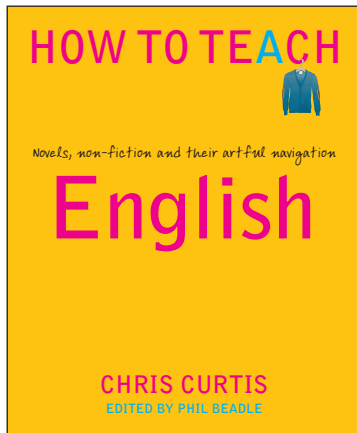
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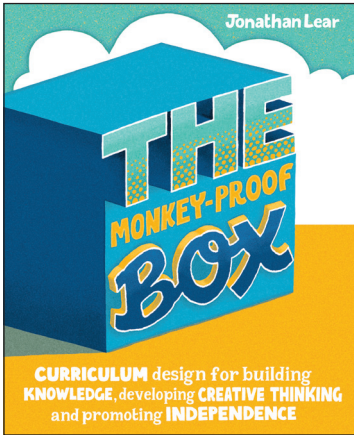
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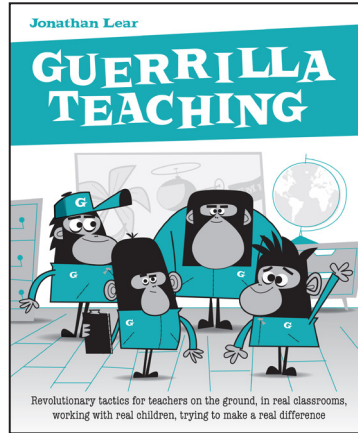


The Monkey-Proof Box

Curriculum design for building knowledge, developing creative thinking and promoting independence

Jonathan Lear

A manifesto on how to dismantle the curriculum we're told to deliver and construct in its place the curriculum we need to deliver.



Guerrilla Teaching

Revolutionary tactics for teachers on the ground, in real classrooms, working with real children, trying to make a real difference

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Filled with thoughts, ideas and strategies that will help to develop creativity and creative thinking in the primary classroom, *Guerrilla Teaching* is for trainee teachers, new teachers, teaching assistants, experienced teachers and head teachers – there's something for everyone!

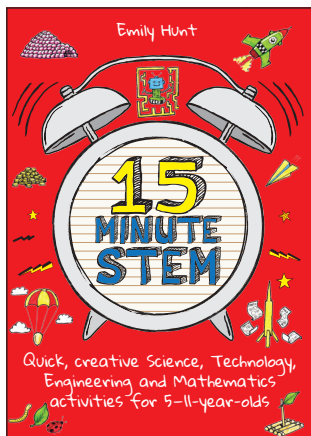
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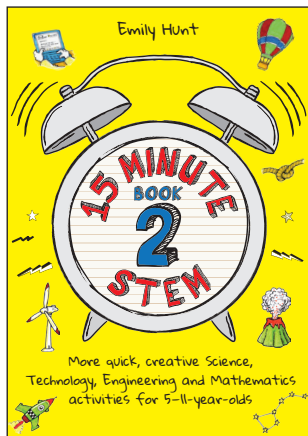


15-Minute STEM

Quick, creative science, technology, engineering and mathematics activities for 5-11-year-olds

Emily Hunt

This innovative resource has been designed to reassure teachers that they don't need to be experts to deliver high-quality STEM education. Each of the 40 activities includes step-by-step instructions, takes just 15 minutes to complete and can be resourced from everyday materials found in the classroom or at home.



15-Minute STEM Book 2

More quick, creative, science, technology, engineering and mathematics activities for 5-11 year-olds

Emily Hunt

A stimulating selection of easy-to-resource STEM activities designed to engage and inspire young learners.

Full of engaging and practical ideas, this innovative resource builds on the success of Emily's *15-Minute STEM* and reassures teachers and parents that they don't need to be experts to deliver high-quality STEM education.

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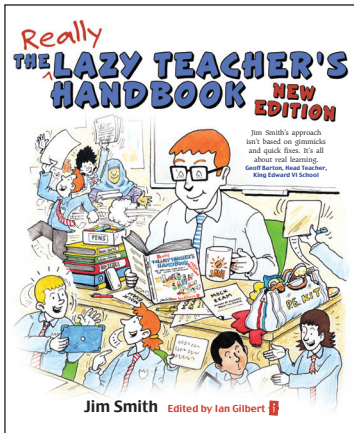
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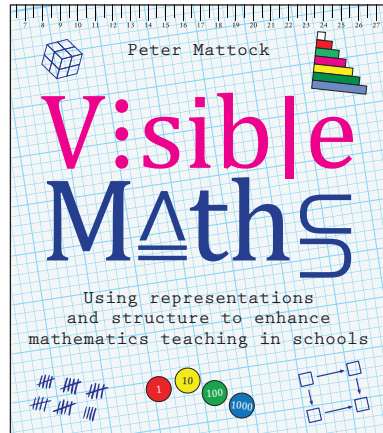


The Lazy Teacher's Handbook – New Edition

How your students learn more when you teach less

Jim Smith

If you want your students to learn more and you to work less, then *The Lazy Teacher's Handbook* provides you with all the arguments and evidence you need. Packed full of easy-to-apply, highly effective strategies all with the seal of approval from real students in real classrooms.



Visible Maths

Using representations and structure to enhance mathematics teaching in schools

Peter Mattock

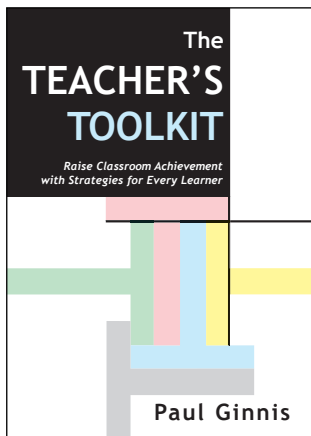
Supports teachers in their use of concrete and pictorial representations to illustrate key mathematical ideas and operations. Peter Mattock builds on this approach and explores – in colourful detail – a variety of visual tools and techniques that can be used in the classroom to deepen pupils' understanding of mathematical operations.

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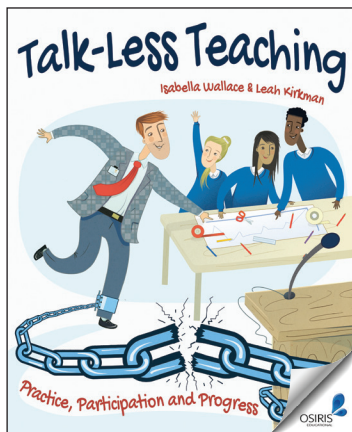
The Teacher's Toolkit

Raise classroom achievement with strategies for every learner

Paul Ginnis

Drawing on neuroscience, psychology and sociology, *The Teacher's Toolkit* provides an overview of thinking innovations in teaching and presents over 50 learning techniques for all subjects and age groups – with dozens of practical ideas for managing group work, tackling behavioural issues and promoting personal responsibility.

Over 100,000 copies sold!



Talk-Less Teaching

Practice, participation and progress

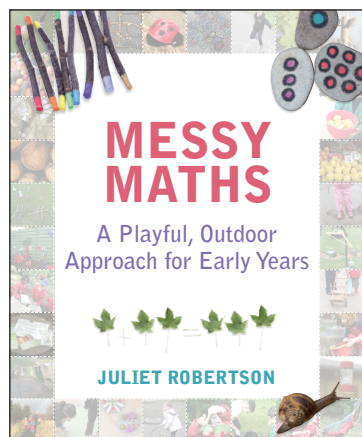
Isabella Wallace and Leah Kirkman

A vast bank of exciting, engaging, practical ways to allow learners to access and understand complex topics and skills without relentlessly bending their ears. Strategies which not only prevent pupils from being passengers in lessons, but which also make progress visible to both teacher and learner.

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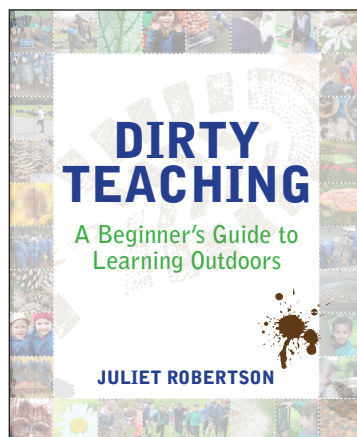


Messy Maths

A playful, outdoor approach for early years

Juliet Robertson

Messy Maths reimagines the outdoor space through a mathematical lens – providing suggestions that will empower teachers to blend outdoor learning into their practice. It is an easy-to-use reference book replete with ready-to-use games and open-ended ideas designed to help children become confident and skilled in thinking about, using and exploring abstract mathematical concepts as they play outside.



Dirty Teaching

A beginner's guide to learning outdoors

Juliet Robertson

One of the keys to a happy and creative classroom is getting out of it – and this book will give you the confidence to do just that. Drawing on academic research, Juliet explains why learning outdoors is so beneficial and provides plenty of tips and activities to help you to integrate outdoor learning into your teaching practice, providing a broad range of engaging outdoor experiences for your students.

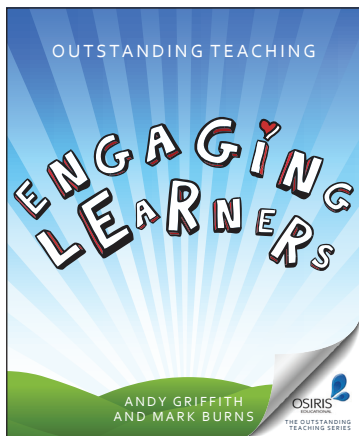
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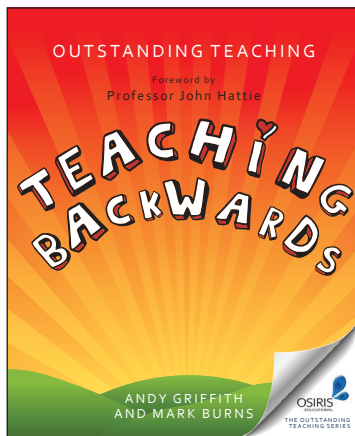


Outstanding Teaching

Engaging learners

Andy Griffith and
Mark Burns

Written in the same humorous, thought-provoking style with which they both teach and train, Andy and Mark aim to challenge all who teach, from NQTs to seasoned professionals, to reflect on their day-to-day practice and set an agenda for sustainable teacher and leadership improvement.



Outstanding Teaching

Teaching backwards

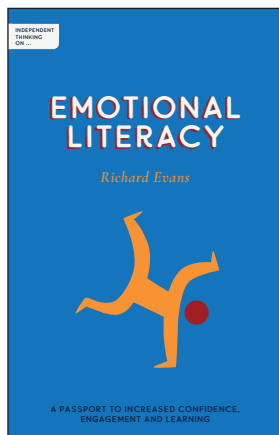
Andy Griffith and
Mark Burns

Packed with case studies from primary and secondary teachers, the book is punctuated with reflective questions that invite teachers to slow down and do some thinking about how they currently teach so that their teaching can have an even more powerful impact on learners.

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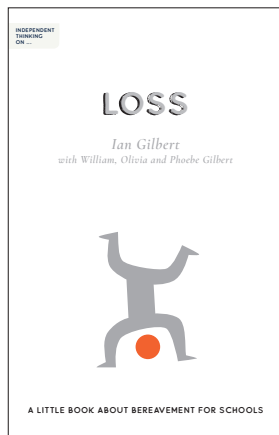


Independent Thinking on Emotional Literacy

A passport to increased confidence, engagement and learning

Richard Evans

Shares an approach that will help educators boost their pupils' emotional literacy, with the broader aim of nurturing a more grounded, engaged and intrinsically motivated child.



Independent Thinking on Loss

A little book about bereavement for schools

Ian Gilbert with William, Olivia and Phoebe Gilbert

Written from the personal experience of a parent and his three children, this unique book details the ways in which schools can help their pupils come to terms with the death of a parent.

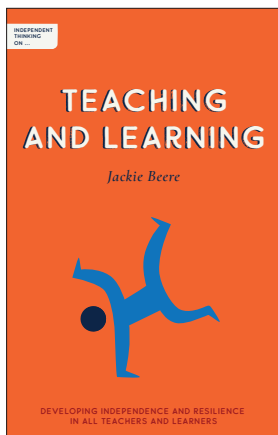
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Independent Thinking on Teaching and Learning

Developing independence and resilience in all teachers and learners

Jackie Beere

A practical guide full of educational wisdom to help teachers make a genuine difference to the lives of every young person in their classroom.



Independent Thinking on MFL

How to make modern foreign language teaching exciting, inclusive and relevant

Crista Hazell

Drawing on her many years of experience as an MFL teacher and head of department, Crista shares tips, techniques and inspirational ideas geared to help teachers take their MFL teaching to a whole new level.

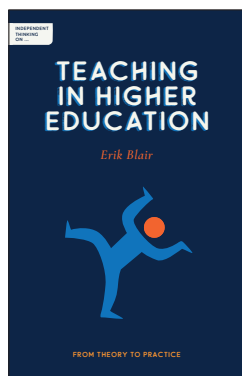
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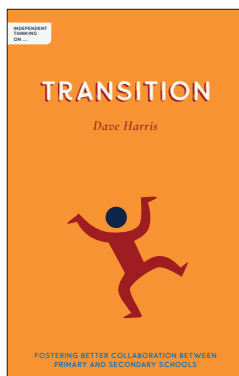


Independent Thinking on Teaching in Higher Education

How to make modern foreign language teaching exciting, inclusive and relevant

Erik Blair

A refreshing and invigorating exploration of what really matters and what really works in higher education teaching.

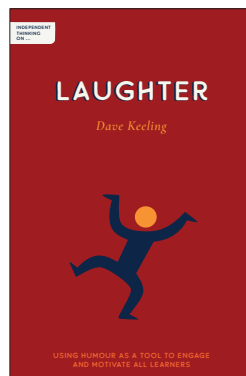


Independent Thinking on Transition

Fostering better collaboration between primary and secondary schools

Dave Harris

An inspirational compendium of practical strategies to empower primary and secondary school leaders to work together to get transition right.



Independent Thinking on Laughter

Using humour as a tool to engage and motivate all learners

Dave Keeling

An uplifting manifesto packed with tips and techniques to help educators unleash the power of humour and laughter in the learning environment.

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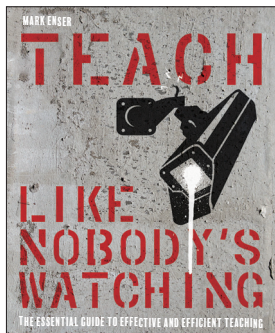


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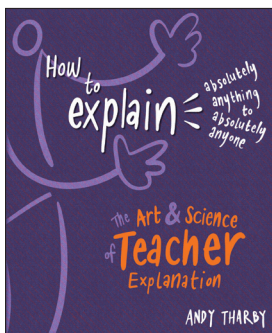


Teach Like Nobody's Watching

The essential guide to effective and efficient teaching

Mark Enser

Sets out a time-efficient approach to teaching that will reduce teachers' workload and enhance their pupils' levels of engagement and attainment.

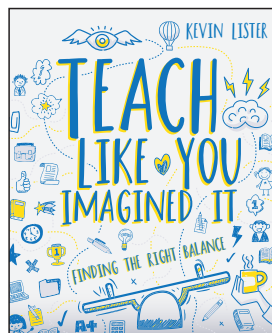


How to Explain Absolutely Anything to Absolutely Anyone

The art and science of teacher explanation

Andy Tharby

Talks teachers through a set of remarkably simple techniques that will help revolutionise the precision and clarity of their message.



Teach Like You Imagined It

Finding the right balance

Kevin Lister

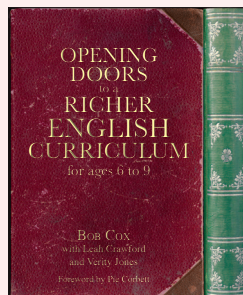
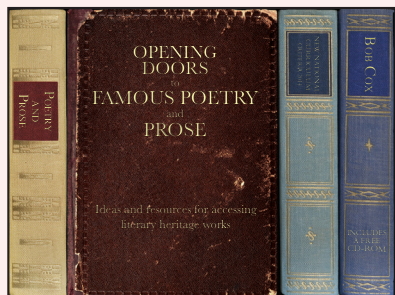
Shares a wealth of tools, ideas and encouragement to help teachers manage the conflicting pressures of teaching and become the educators they imagined they would be.

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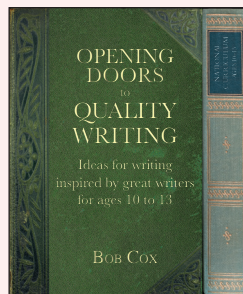
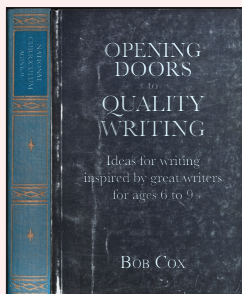
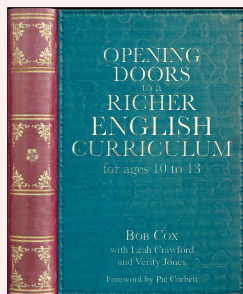


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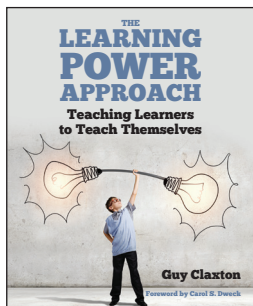
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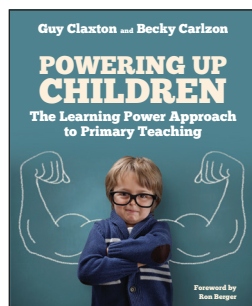


The Learning Power Approach

Guy Claxton

Foreword by Carol S. Dweck

Guy Claxton sets out the design principles of a way of teaching that aims to strengthen students' learning muscles and develop their independence, initiative, determination and love of learning.

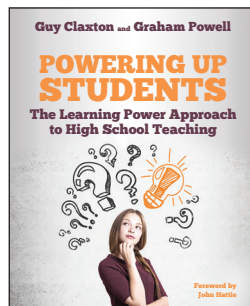


Powering Up Children

Guy Claxton and Becky Carlzon

Foreword by Ron Berger

Offers a thorough explanation of how the LPA's design principles apply to this level of education and, by presenting a wide range of practical strategies and classroom examples, illustrates how they can be put into action with different age groups and in different curricular areas.



Powering Up Students

Guy Claxton and Graham Powell

Foreword by John Hattie

All teachers can foster the capacity of students to be, for example, curious, attentive, imaginative, rational and reflective – and Guy and Graham provide clear guidance on how this can be achieved. This practical guide is suitable for both newly qualified and experienced teachers of students aged 11–18.

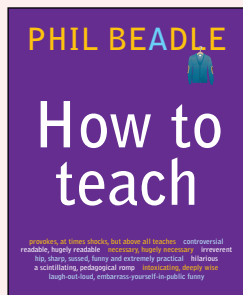


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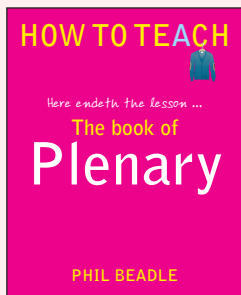
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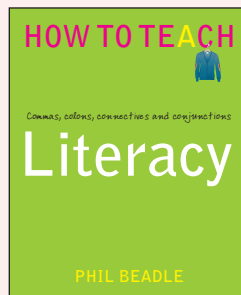
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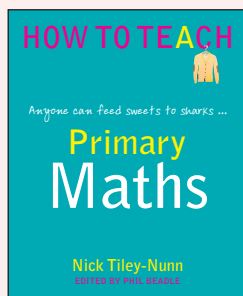
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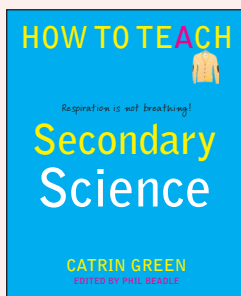
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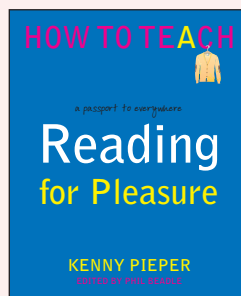
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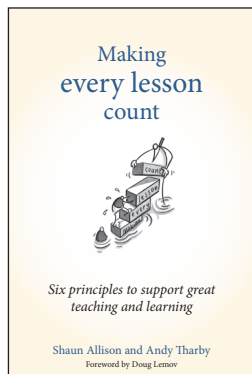
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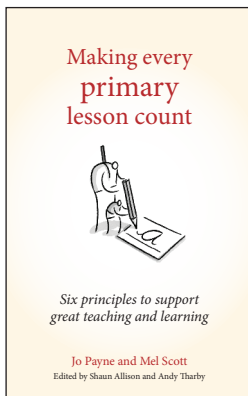
Books for Teachers



Making Every Lesson Count

Shaun Allison and Andy Tharby

This award-winning title has now inspired a whole series of books. Each of the books in the series are held together by six pedagogical principles – challenge, explanation, modelling, practice, feedback and questioning – and provide simple, realistic strategies that teachers can use to develop the teaching and learning in their classroom.

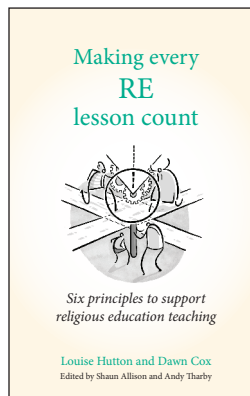


Making Every Primary Lesson Count

Jo Payne and Mel Scott

Jo and Mel advocate an approach designed to cultivate a growth mindset in the classroom and guide children towards independence: motivating both teachers and pupils to aim high and put in the effort required to be successful in all subject areas.

Suitable for all early years and primary teachers.



Making Every RE Lesson Count

Louise Hutton and Dawn Cox

Louise and Dawn provide teachers of religious education with the means to help their pupils unpick the big questions of religious belief and practice, and of morality and philosophy 'the things that make us human.'

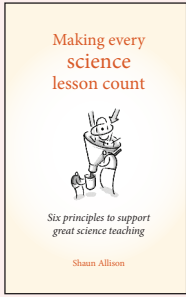
Suitable for RE teachers of pupils aged 11–18.

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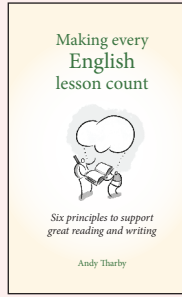
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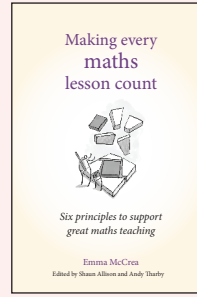
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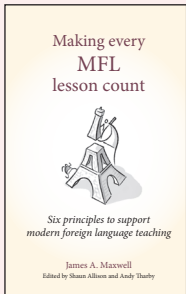
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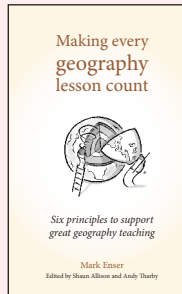
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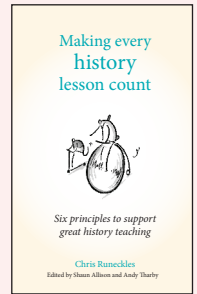
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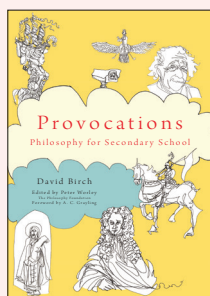
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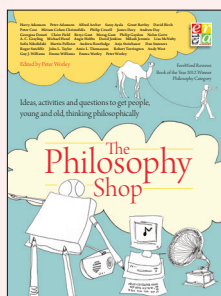
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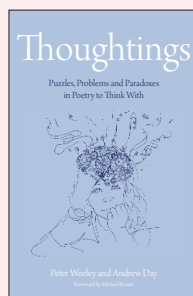
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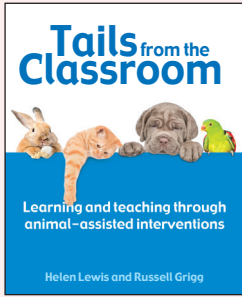
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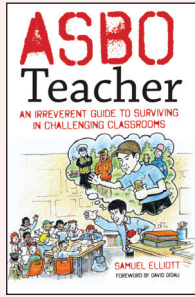
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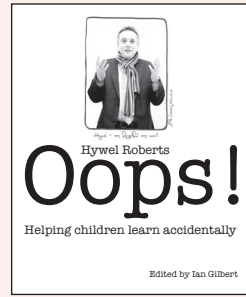
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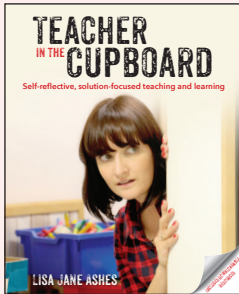
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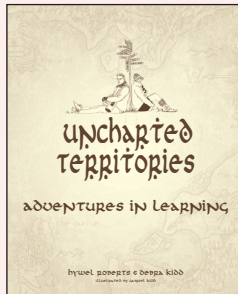
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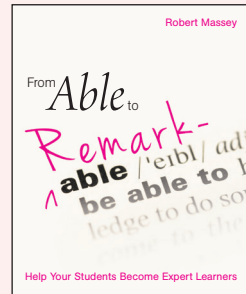
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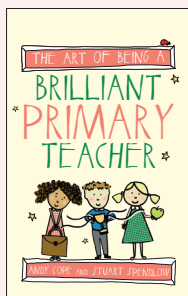
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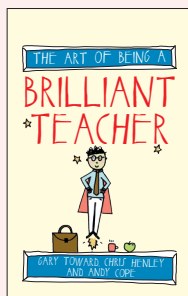
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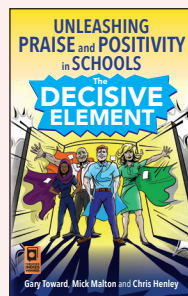
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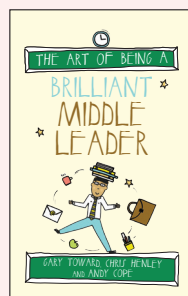
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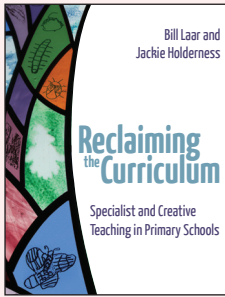
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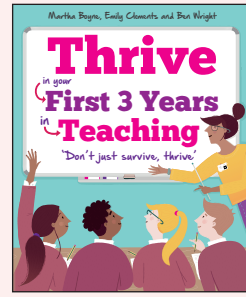
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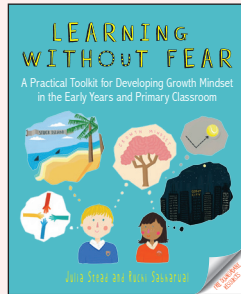
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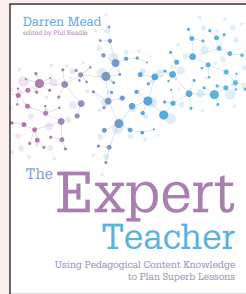
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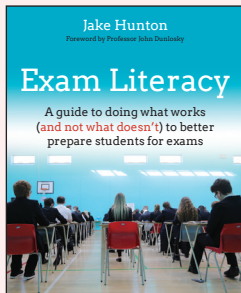
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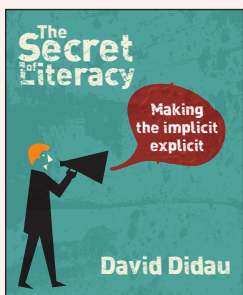
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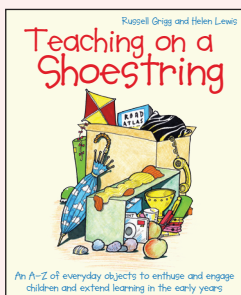
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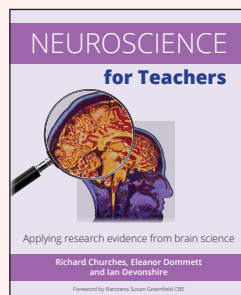
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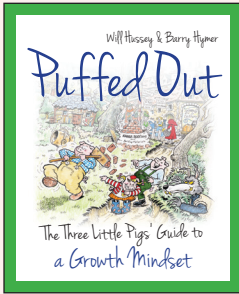
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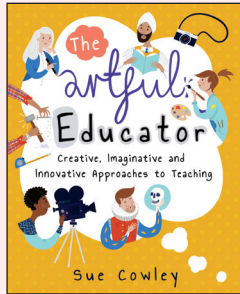
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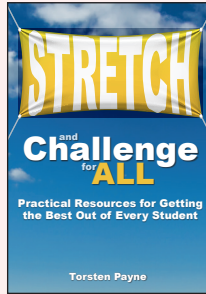
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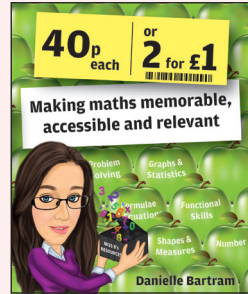
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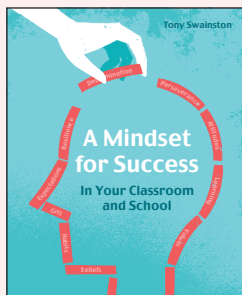
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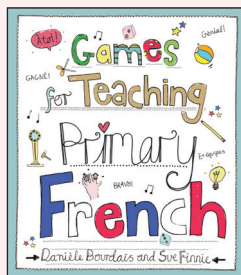
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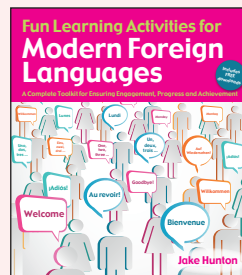
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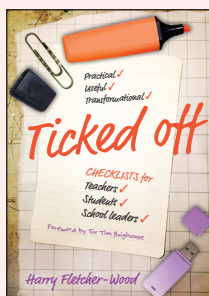
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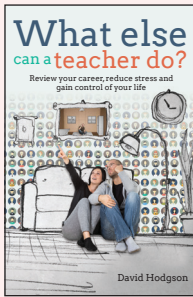
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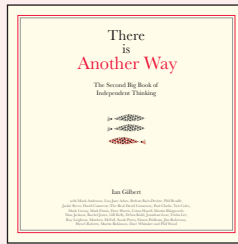
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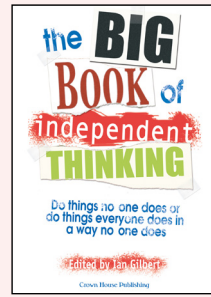
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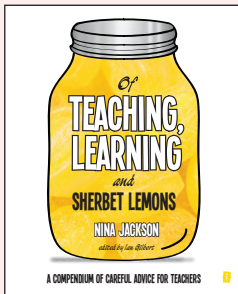
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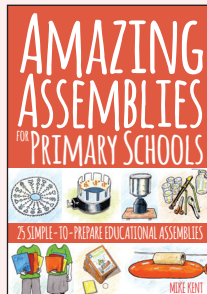
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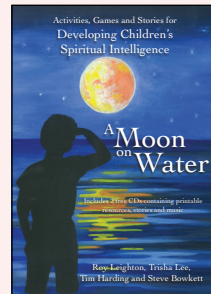
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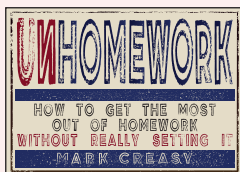
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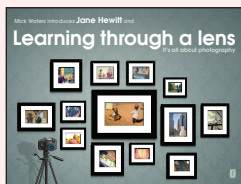
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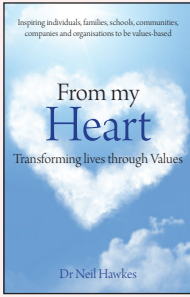
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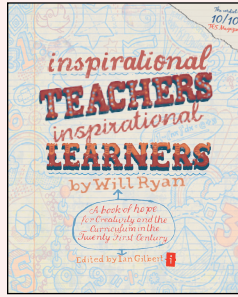
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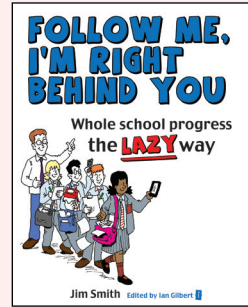
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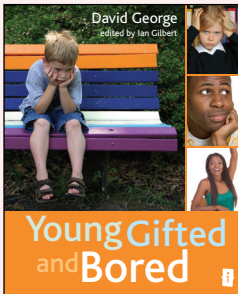
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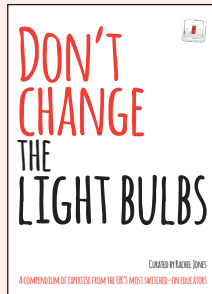
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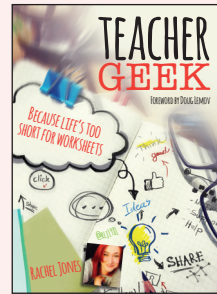
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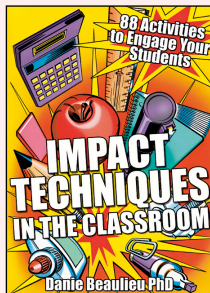
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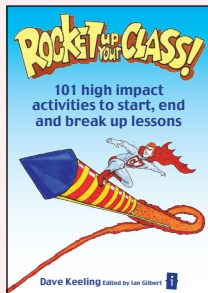
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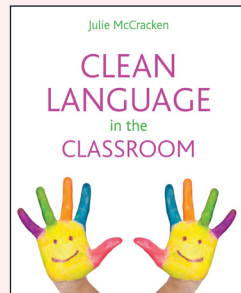
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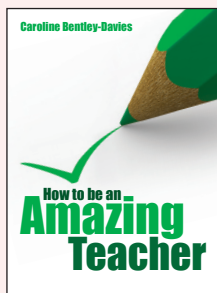
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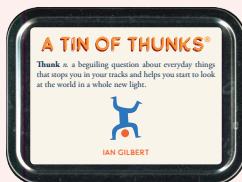
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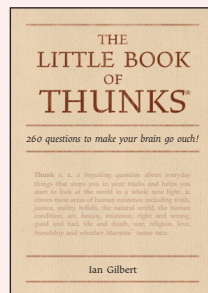
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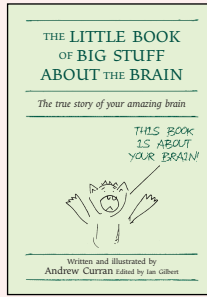
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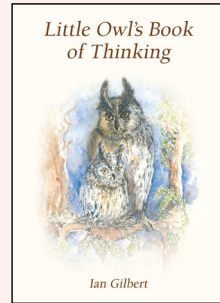
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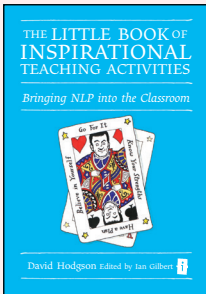
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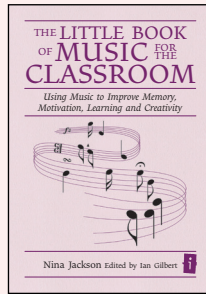
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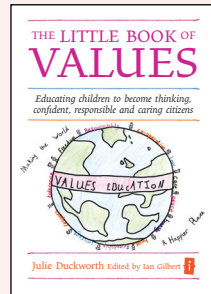
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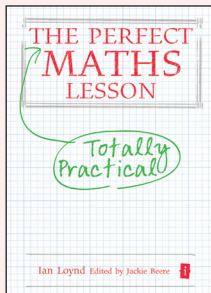
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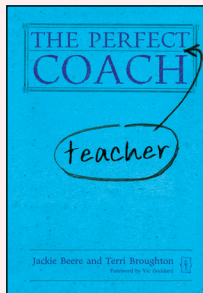
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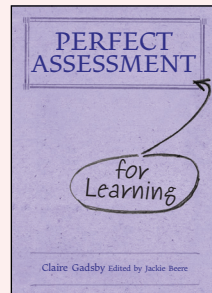
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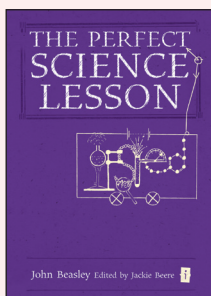
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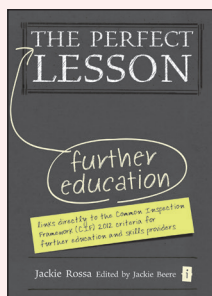
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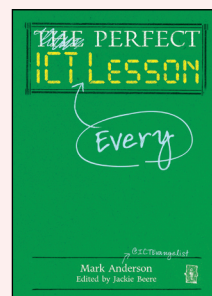
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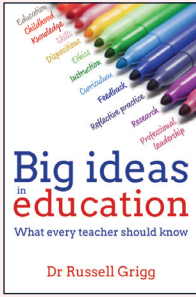
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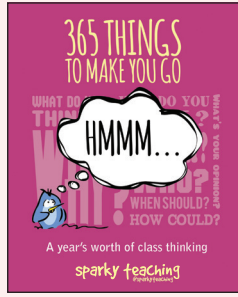
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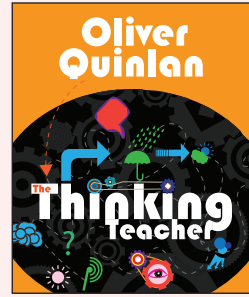
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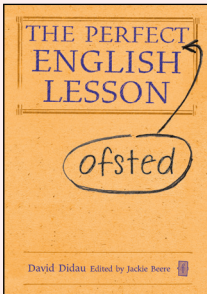
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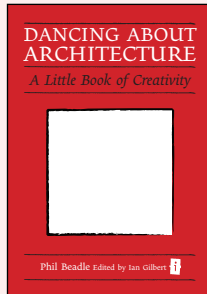
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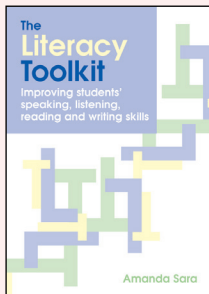
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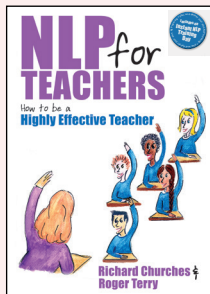
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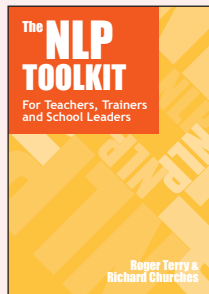
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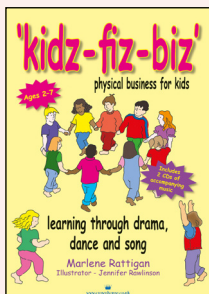
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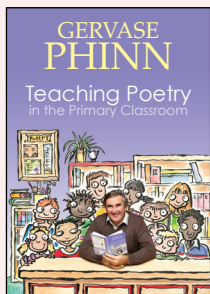
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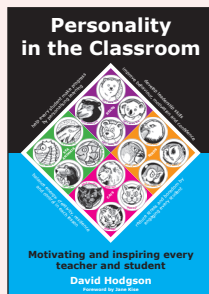
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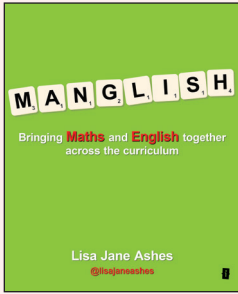
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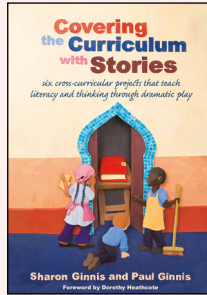
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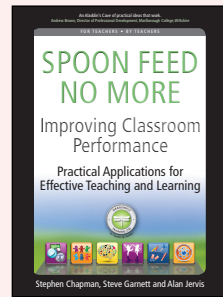
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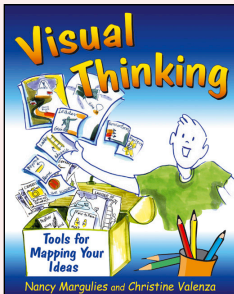
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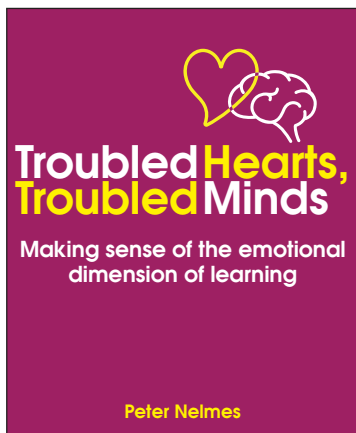
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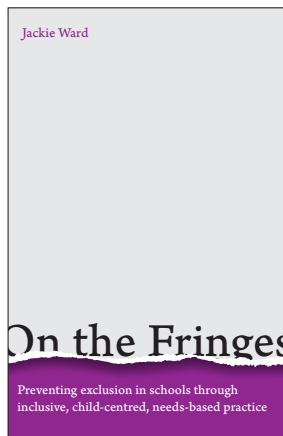
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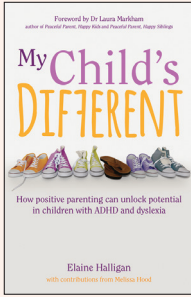
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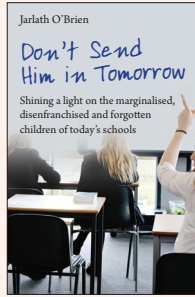
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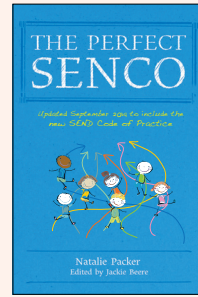
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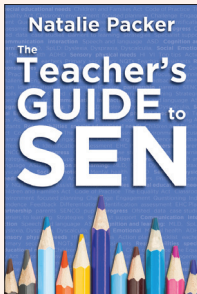
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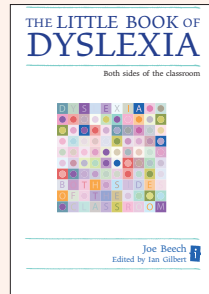
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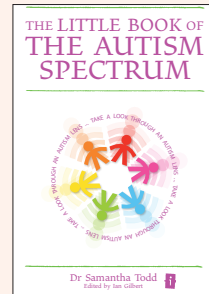


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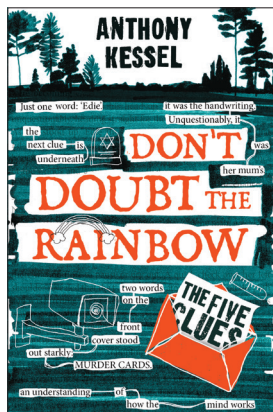
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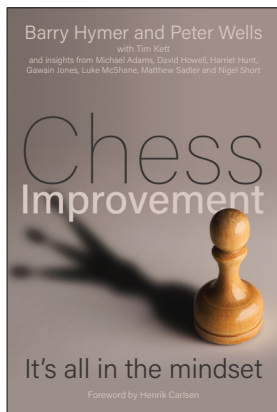


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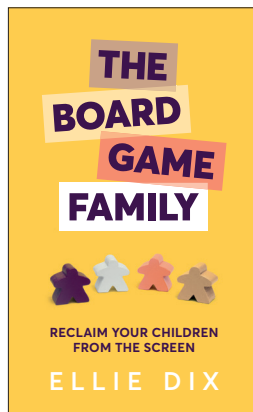
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It's all in the mindset

Barry Hymer
and Peter Wells

Foreword by Henrik
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The Board Game Family

Reclaim your children
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Ellie Dix

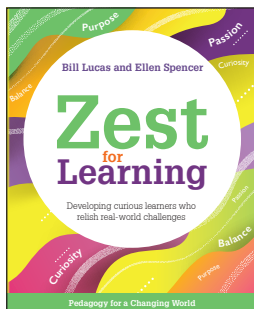
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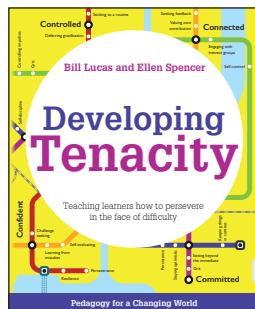
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Developing curious learners who relish real-world challenges

Bill Lucas and Ellen Spencer

Explores the ways in which teachers can help their pupils to find their passions, develop independence and challenge themselves to become more expansive learners.

Zest for Learning offers a powerful new synthesis of thinking about what it takes for young people to flourish both in education and in the wider world.



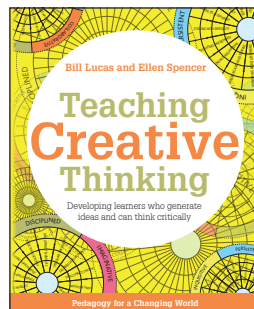
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Teaching learners how to persevere in the face of difficulty

Bill Lucas and Ellen Spencer

A powerful call to action and a practical handbook for all teachers who want to stimulate and strengthen their pupils' learning tenacity.

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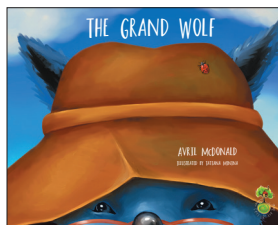
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The Wolf is Not Invited

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Wolfgang is left heartbroken when his best friend Catreen runs off without him to play with Clarissa. Spider shows Wolfgang how to make his own fun and Wolfgang realises that there are other great friends out there just waiting to be met! There are some situations and feelings that we cannot change and there are some that we can. Knowing the difference between the two (and some ways to make ourselves feel happy) is a great trick to have up our sleeves!



The Grand Wolf

Avril McDonald

Wolfgang and his friends love to visit the Grand Wolf but one day they arrive to find that he has gone and this makes them all feel very sad. Spider shows Wolfgang that by just seeing things a little differently he can feel happy again, knowing that true love never ends. Our lives are in a constant state of change and only we can ever know how big each change feels to us. The more we can talk about and embrace change, the better we get at it (whatever shape or size it comes in).



The Wolf and the Shadow Monster

Avril McDonald

Wolfgang is excited to be allowed to have his friends over to stay for the whole night – until the lights go out and Wolfgang's secret fear of the dark is revealed. His friends laugh at him until they hear his story and see the Shadow Monster for themselves! Spider shows Wolfgang a special magic spell to make scary things go away. Life can sometimes be scary but there are some great tricks out there to make scary things not so scary anymore.

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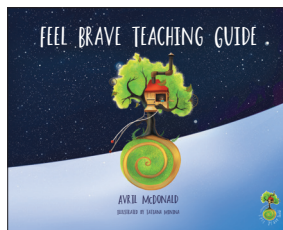
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The Wolf's Colourful Coat

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Wolfgang can't wait for it to get cold enough for him to wear his brand new colourful coat but when the time finally arrives, some nasty creatures make fun of it. Wolfgang feels upset and is afraid that they will hurt him again, so he hides away in the tree house. Spider encourages Wolfgang to tell someone he trusts about how he is feeling and he learns that things aren't always as they seem.



The Wolf and the Baby Dragon

Avril McDonald

When Wolfgang and his friends learn about a secret cave where a baby dragon is growing they quickly run off to find it but, sadly, Wolfgang gets left behind. His bag is full of heavy worries that are making him slow and he just can't let go of them. When he trips on a rock and falls, Spider shows him how to rest his busy mind and tells them that worries aren't so bad if you share them.

Feel Brave Teaching Guide

Avril McDonald

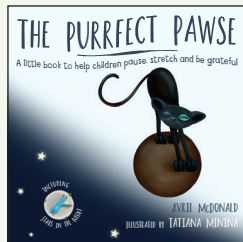
The perfect companion to the Feel Brave series of books, and is designed to help 4- to 7-year-olds explore emotional intelligence, positive psychology and some of the challenging feelings which they might experience in everyday life in an engaging, creative and non-threatening way.

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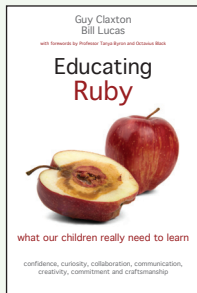
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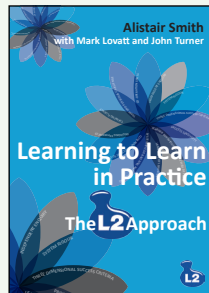
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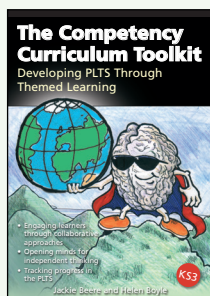
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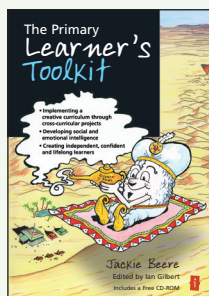
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Seismic shifts in school
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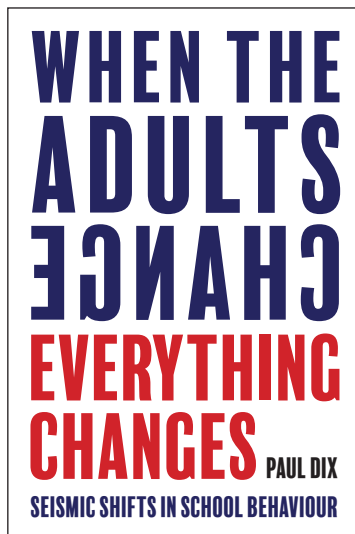
Paul Dix

Opens the debate on behaviour management in schools and offers effective tips and strategies that serve to end the search for change in children and turn the focus back on the adults.

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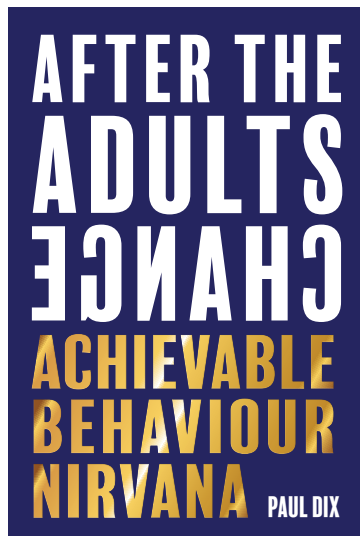
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Achievable behaviour nirvana

Paul Dix

Paul Dix explains how teachers and school leaders can move beyond the behaviour management revolution and maintain a school culture rooted in relational practice.

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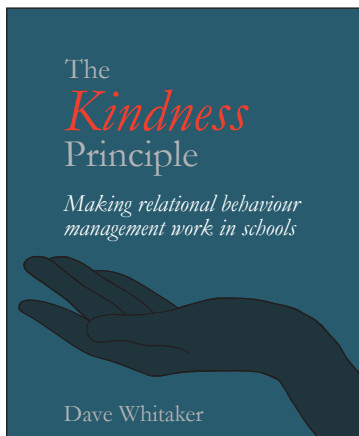
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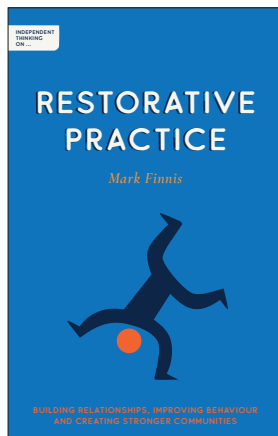
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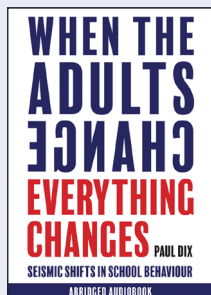
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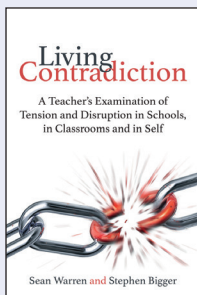
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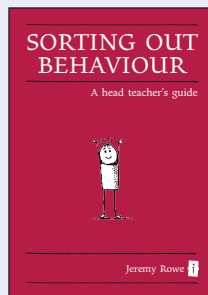
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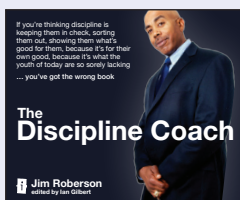
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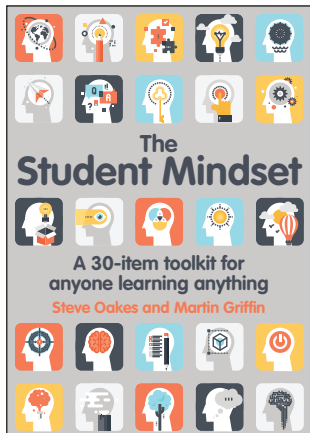
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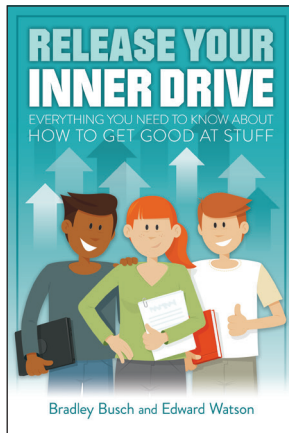
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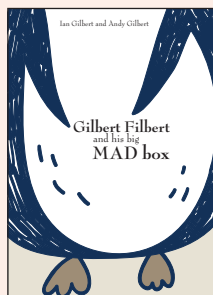
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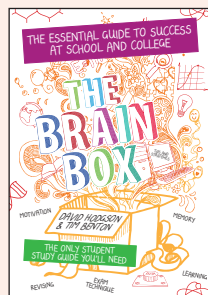


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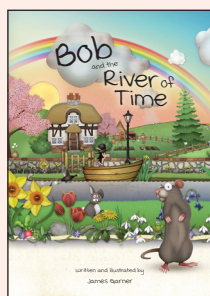
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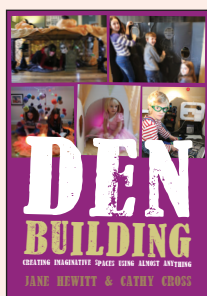
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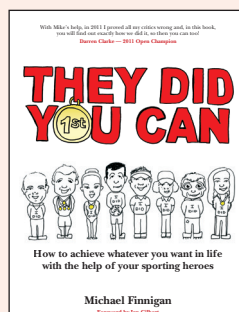
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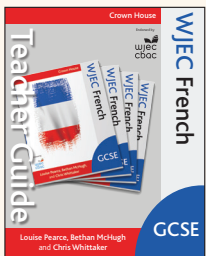
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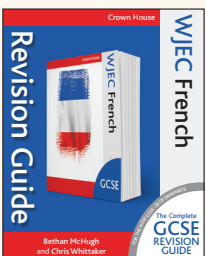
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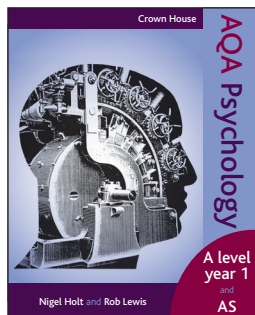
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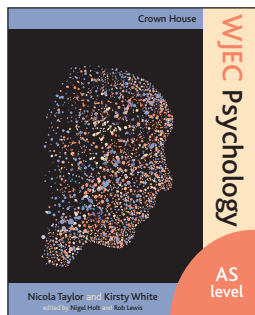
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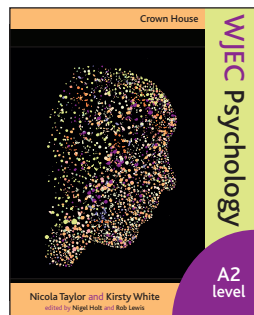
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East Anglia and Online Accounts:

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Central and Southern England,
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Accounts:

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