Whilst at times this can be a helpful mantra to have, when it comes to the field of Education there’s a case to be made that both are important.

What is done in the education arena whether in policy, practice or research is significant. What you do matters – whether it’s researching and writing, teaching the next generation of educators or working in practical settings. And because of you, what we do matters too.

It matters to us what we publish because we are concerned with effectively supporting the education community. We want to ensure that students, academics and practitioners feel confident and supported throughout their careers at whatever stage of their journey. Making sure the right books and resources are available is a priority for us and how we do this best is often the topic of discussion within the Education team here at SAGE.

So the way we do it also matters greatly. It’s not so much a matter of pride; it’s a matter of trust. We are in a privileged position to be able to talk to, learn from and trust the experts – you – our authors and readers. And so we want to make sure that the trust we have in you can be reciprocated. As well as intensively researching each of our publications, we love to hear what you have to say. What you tell us matters and we always endeavour to respond to this and reflect it in our products. Of course we’d be lying if we said we didn’t take pride in the time and care we take over our publishing but it’s really about ensuring that it’s quality you can trust.

We hope you enjoy what we have coming out in 2017!

Contact us

Marianne Lagrange - CPD and Online Training
marianne.lagrange@sagepub.co.uk
George Knowles - Associate Editor
george.knowles@sagepub.co.uk
Jude Bowen - Publisher
jude.bowen@sagepub.co.uk
Lorna Patkai - Books Marketing Manager
lorna.patkai@sagepub.co.uk
Amy Thornton - Senior Commissioning Editor
amy@learningmatters.co.uk
Dilhara Attygalle - Books Marketing Manager
dilhara.attygalle@sagepub.co.uk
James Clark - Senior Commissioning Editor
james.clark@sagepub.co.uk

Three reasons to visit the new education hub

1. Expert advice and tips to help you answer your students’ questions.
2. Recommended readings to enhance your teaching and your students’ learning.
3. Hear what they have to say in “Student Voice”.

sagepub.co.uk/education
**AN INTRODUCTION TO EARLY CHILDHOOD STUDIES**

*Fourth Edition*

Edited by Sacha Powell and Kate Smith both at Canterbury Christ Church University

The new edition of this bestselling textbook examines key themes in the study of young children and childhood from a variety of disciplines and international perspectives, making essential links between theory and practice to help students apply their learning in real-life settings. Key additions include:

- the latest changes in early years policy
- two brand new chapters on postmodernist theories in education and education for sustainable development
- a renewed emphasis on reflective practice across Part 4, supporting and encouraging professional development.

Throughout, case studies, exercises and links to further reading help students engage with key issues and test their learning, making it easier to get to grips with all aspects of the course.

November 2017 • 390 pages
Cloth (9781473974821) • £75.00
Paper (9781473974838) • £25.99

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**THE SOCIOLOGY OF EARLY CHILDHOOD**

*Critical Perspectives*

Norman Gabriel University of Plymouth

This text is a theoretically and historically grounded examination of young children’s experiences in contemporary society. Arguing that a sociology of early childhood must bring together and integrate different disciplines, this book:

- synthesizes different sociological perspectives on childhood as well as incorporating multidisciplinary research findings on the lives of young children
- explains key theoretical concepts in early childhood studies such as investment, early intervention, professional power and discourse
- examines the importance of play, memory and place
- evaluates long-term parenting trends
- uses illustrative examples and case studies, discussion questions and annotated further reading to engage and stimulate readers.

March 2017 • 168 pages
Cloth (9781446272985) • £75.00
Paper (9781446272992) • £24.99

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**CONTEMPORARY CHILDHOOD**

Sean MacBlain University of St. Mark and St. John, Jill Dunn Stranmillis University College and Ian Luke University of St. Mark and St. John

Early Childhood is a fast-paced and ever-changing field. This brand new textbook brings you up to date with all the latest developments and keys issues from around the globe, and helps students understand how these changes are impacting practice in early years and primary classrooms. Key issues in contemporary childhood are explored through three sections on The Child, The Family, and Emerging Trends, with topics including:

- the ‘Digital Child’ and the rise of new technologies
- children’s security and the impact of poverty, austerity and conflict
- children’s happiness, mental-health and wellbeing
- the changing nature of families including LGBT homes, refugees, and asylum seekers
- the challenges of multi-agency working.

The pace at which the field of early childhood changes is daunting, but this book helps students and practitioners understand the huge variety of issues affecting children in the UK and all over the world.

CONTENTS


February 2017 • 240 pages
Cloth (9781473951990) • £75.00
Paper (9781473952003) • £21.99
LEADING IN EARLY CHILDHOOD

Geraldine Davis Anglia Ruskin University and Gemma Ryder University of East London

Leadership in the early years is about using your knowledge, skills, personality and experience to positively influence practice and in doing so, improve opportunities for children and their families. Examining the various roles of early years practitioners, and the challenges and opportunities they face, this book promotes leadership by considering:

- the variety of ways a practitioner can lead within a setting
- key roles including the team leader and the key person
- how to develop a culture of leadership
- the importance of working with families and other professionals
- improving leadership through reflective practice.

Whether you are a room leader in an early childhood setting, a manager of an early childhood business, a leader of a nursery, a leader of practice or studying to become an early years practitioner, this book is ideal for helping you improve your leadership skills.

CONTENTS
Learning to Lead / Leading Children in Their Learning / The Room Leader / The Key Person / Leading People / Leading Developments Across a Setting or Settings / Working with Families / Working with Other Professionals / Improving Leading Through Reflection

August 2016 • 176 pages
Cloth (9781473929487) • £22.99
Paper (9781473929470) • £24.99

DEVELOPING SCHOOL READINESS

Creating Lifelong Learners

Kathryn Peckham University of Northampton

We’ve all heard of the term school readiness but how many of us understand what is meant by it? What does it mean in the context of child development and wellbeing and what implications does it have for creating enthusiastic lifelong learners? How can we really give our children the best start in their most formative years? This book will ensure you understand school readiness but also understand:

- the experiential nature of children’s learning
- how future success is affected by prior experiences
- the importance of your role in the child’s journey.

CONTENTS
Understanding the Concept of ‘School Readiness’; A Journey Already Begun at Birth / The History and Development of School Readiness / Ensuring the Best Start in Life / How Children Learn / The Essential Role of the Practitioner / Families and Practitioners Working in Partnership / The Importance of Play / Working Specifically with Babies / Working Specifically with Under-Threes / Working Specifically with Under-Fives / An Alternative Way Forward

December 2016 • 200 pages
Cloth (9781473947245) • £65.00
Paper (9781473947252) • £22.99

INVOLVING PARENTS IN THEIR CHILDREN’S LEARNING

Third Edition

Edited by Margy Whalley and the Pen Green Centre Team

Pen Green Centre, Corby

This book covers the story of the pioneering work of the Pen Green Centre for children and families. Showing how early years practitioners can collaborate effectively with parents, the book includes case studies of parents and children who have attended the centre, and charts developments in learning for both children and parents. Drawing on their work at the renowned Pen Green Centre, the authors show how to:

- support parents as their child’s first educator
- provide practical and psychological support to parents
- involve fathers and male carers
- share important child development concepts
- support and extend children’s learning
- reach out to hard-to-reach parents.

This new edition is updated throughout, revisiting some of the stories of the families and practitioners who feature in the previous editions and also includes two brand new chapters on ‘Parents as Researchers’ and ‘Family Drop-in sessions’.

May 2017 • 216 pages
Cloth (9781473946224) • £75.00
Paper (9781473946224) • £26.99

FOREST SCHOOL IN PRACTICE

For All Ages

Sara Knight Teacher and Forest School Leader

Forest School has been delivered in the UK for over twenty years, spreading inexorably since the mid-1990s. In this beautiful new full-colour book by Forest School expert Sara Knight, Forest School is brought to life in all its vividness. Sara explores the practice of Forest School and its importance in the world today exemplifying ways of being in and with nature that are essential for the health of the individual, society and the planet. Grounded in the latest research each chapter is accompanied by:

- creative ideas for practice
- in-depth case studies from across the United Kingdom and Ireland
- exploring the amazing variety of nature provision
- suggested further reading and research for students to explore around more.

Forest School in Practice will inspire and encourage teachers of all ages to take an innovative approach to outdoor play and learning.

CONTENTS
Section 1: Nature Provision for very Young Children / Nature Kindergarten / Rural Day Nurseries / Urban Day Nurseries / Section 2: Forest School Opportunities for Three to Five Year Olds / Scotland / Wales / Northern Ireland & Ireland / England / Section 3: Forest School at Primary School / State Schools Compared / Independent Provision Compared / Section 4: Forest School at Secondary School / Forest Schools as Part of Special and Inclusive Education / Forest School as an Intervention Strategy in Mainstream Schools / Forest School and Pupil Referral Units, and Other Separate Provision / Section 5: Other Forest School Occurrences / Improving Mental Health through Forest School / Supporting Families with Forest School

October 2016 • 216 pages
Cloth (9781473948914) • £65.00
Paper (9781473948921) • £22.99
PEDAGOGICAL DOCUMENTATION IN EARLY YEARS PRACTICE

Seeing Through Multiple Perspectives

Edited by Alma F. Fleet, Catherine Patterson and Janet Robertson all at Macquarie University

Pedagogical documentation is a vital method of assessing and observing young children, and is a practice that enables practitioners, families and children to learn alongside each other. This book draws on the projects and experiences of senior researchers from nations including Australia, Canada, Sweden, Singapore, the UK and the USA to highlight multiple approaches to pedagogical documentation.

Topics explored include:
- using video in pedagogical documentation
- making the most of outdoor learning environments
- developing pedagogical documentation within curriculum frameworks
- the relationship with Early Years transitions
- the potential of pedagogical documentation for leadership enactment.

The book offers guidance, support and inspiration to practitioners and researchers on how to implement meaningful and sustainable child-focused observation in early years contexts.

June 2017 • 210 pages
Cloth (9781473944602) • £75.00
Paper (9781473944619) • £24.99

PLAYFUL TEACHING AND LEARNING

Edited by Glenda Walsh Stranmillis University College, Dorothy Mcmillan and Carol M McGuinness Queen’s University, Belfast

This book draws on a wealth of research on play, learning, pedagogy and curriculum in early childhood education. The contributors rightly emphasize the importance of play to children, and the opportunities that play provides for learning and development. Each of the chapters is informed by international research, and offers contrasting perspectives about different forms of play, and the challenges that practitioners face in their practice.

- Professor Elizabeth Wood, School of Education, University of Sheffield

Informed by international research along with contrasting perspectives on different forms of play, this book supports students to understand how teaching and learning through play is embedded in global early childhood curriculum and what this actually means in practice.

CONTENTS

Section 1: Principles of Playful Teaching and Learning – Why Playful Teaching and Learning / Mental Models of Early Years Practice: Digging Deeper / Pillars of Practice for Playful Teaching and Learning / Section 2: Playful Teaching and Learning across the Curriculum – Playful Thinking in Action: Tools for Cultivating Children’s Thinking / Playful Pedagogies in Early Childhood Mathematics / Playful Approaches to Literacy / Growing the Child in the Playful Setting / Playful Learning in the Natural Outdoor Environments / ICT Made Playful / Playful Approaches to Science and Technology / Section 3: The Role of the Playful Professional – Planning for Playful Teaching and Learning / Assessment in the Playful Teaching and Learning Experience / Towards a Playful Professional

March 2017 • 220 pages
Cloth (9781473948808) • £75.00
Paper (9781473948815) • £24.99

WHAT COMES BEFORE PHONICS?

Sally Neaum Teesside University

The teaching of phonics is now strongly embedded in early literacy teaching and early years settings, and it has been shown to be an important part of becoming literate. There is, however, significant concern about the formalizing of phonics teaching for very young children. So what should we be focusing on in early years? What comes before this formal teaching? What do children need to know and experience to enable them to access phonics teaching with success? This book looks in detail at the knowledge, understanding, skills and attitudes that children need to enable them to come to phonics teaching ready to learn and with a good chance of success. It explores a range of aspects of young children’s learning and includes practical advice on how to translate this into practice.

CONTENTS

Early Literacy: The Current Context / Leading into Literacy / Speaking and Listening / Physical Foundations of Literacy / Metalinguistic Development / Print Awareness / Symbolising and Representation / Phonological Awareness

January 2017 • 176 pages
Cloth (9781473968486) • £65.00
Paper (9781473968493) • £19.99

CHILD LANGUAGE

Acquisition and Development

Second Edition

Matthew Saxton

Education students can occasionally struggle with key language terms and definitions that would ordinarily only be accessible to linguists. This textbook meets this need head-on by offering a rich glossary of phonetic terms, linked to theoretical insights.

October 2017 • 400 pages
Cloth (9781446295618) • £85.00
Paper (9781446295625) • £29.99
DIGITAL TECHNOLOGIES AND LEARNING IN THE EARLY YEARS

Edited by Lorna Arnott University of Strathclyde, Glasgow

Mobile phones, tablets and many other digital devices feature in the lives of children from the moment they are born, but what is the place of these technologies in children’s early years and learning experiences? In the age of the ‘Techno-Tot’, this edited collection focuses on exploring the potential of what children can do with technologies, rather than what technologies can do for children. With chapters written by a range of international authors, this book:

- offers an evidence-based discussion of children’s experiences with technologies in early years education
- broadens our understanding of technologies in early years, beyond the typical focus on screen-based media
- details the child’s ‘story’ with technology
- offers a range of case studies from the UK, USA, Australia and Europe.

CONTENTS


April 2017 • 190 pages
Cloth (9781412962421) • £75.00
Paper (9781412962438) • £26.99

UNDERSTANDING MUSIC IN CHILDHOOD

Exploring Children’s Musical Worlds

Mary Stakelum University of Reading

This book poses some fundamental questions about music education and children’s musical worlds to all those involved with music and young children. It explores key concepts such as form, meaning and value in music and shows how these can be used to underpin ideas about musical development and assessment of progress. Examples of children’s music are provided which reveal their own musical thinking, as well as projects involving children at a variety of levels. This is supported by practical guidance for enriching music education.

Key coverage includes:
- encouraging positive musical self-identity
- the importance of musical imagination in thought and practice
- the concept of ‘musical childhood’.

This book is essential reading for those working with children, music educators and students on music education courses.

CONTENTS

Section 1: Key Concepts and Issues: Defining the Parameters – An Introduction to Music Education as a Field of Study / Musicality and its Development / Imagination, Creativity and the Young Musician / Section 2: Perspectives on Children’s Musical Worlds – Music Created for Children / Music Created by Children / Music Created with Children / Section 3: Pathways for Development – New Directions in Teaching and Learning

October 2017 • 192 pages
Cloth (9781473914346) • £75.00
Paper (9781473914353) • £24.99

CHALLENGES FACING EARLY YEARS STUDENTS

What are the top 3 things you find most challenging about your course and why?

1. Deciding who to believe as there are no clear cut answers! Early childhood is a very broad subject with many different people including: theorists, practitioners, parents, children and yourself, all holding unique perspectives. As a novice in the field this can be quite overwhelming. It is important to remember that the subject of early childhood is very much open to interpretation. As long as you have considered and evaluated the different perspectives, and ensure that the child is at the centre of any process, then you can be a successful professional in the early years sector.

2. To hold your knowledge lightly! The slightest detail or experience can change your perspective and it is really important to be open to ideas that challenge your own perceptions and cause you to question and explore a new way of thinking. Rigid thinking is not ideal in a profession that is ever-changing.

3. Even though you think you know who a ‘child’ is or what constitutes ‘childhood’, it becomes apparent that you encounter difficulties with any definition. Accepting there is no universal definition may be uncomfortable at first however, I believe it allows you, as a practitioner, to build relationships with the unique child with no preconceptions or expectations of who they are or where they come from.

Student Voice

Early Years undergraduate at University of Worcester
LEARNING THEORIES IN CHILDHOOD

Second Edition
Colette Gray
Stranmillis University College and Sean MacBlain
University of St. Mark and St. John

Focusing on the early philosophies of learning and key behavioural, cognitive, and social theorists, including Rousseau, Montessori, Piaget, Vygotsky and Bruner, this popular book provides a comprehensive overview of children’s learning. The authors highlight the strengths and weaknesses of each theoretical perspective, and encourage reflection on how different approaches impact learning. New to this Second Edition are chapters on ‘what is theory and what is learning?’ and ‘the changing nature of learning’. The new companion website features journal articles, podcasts from the authors and links to videos discussing key theories and methods.

Accessibly written with key questions and recommended reading, this book is essential for all those studying on child development, early childhood and childhood studies courses, and for anyone interested in understanding more about how children learn and think.

CONTENTS

THE DEVELOPMENT OF CHILDREN’S THINKING

A Dynamic Systems Approach

Jeremy Carpendale
Simon Fraser University, Canada, Ulrich Muller
University of Victoria, British Columbia and Charlie Lewis
Lancaster University

This text introduces students to several core areas of developmental psychology including cognitive development, gestural communication in infancy, language, social cognitive development and moral development. It looks at classic theories in the area of developmental psychology and demonstrates how new areas of research such as cognitive neuroscience have impacted our understanding of how children develop.

CONTENTS

CHILD DEVELOPMENT

A Practical Introduction

Second Edition
Kevin Crowley
University of South Wales

Focusing on the earliest years (0–8), the new edition of this bestselling textbook continues to provide a comprehensive overview of the research, theory and current practice in the field of child development.

• Takes a complex topic and makes it easy for students on education courses to understand.
• Increased coverage on children’s social and emotional development.
• A greater focus on additional needs and SEND.
• Up to date with latest policy.
• Includes new pedagogy and resources to make the topics easier to approach including a companion website with free SAGE Journal articles, annotated further readings, and weblinks.

This book is essential for all those studying on child development modules, and early childhood studies courses, or for anyone interested in understanding more about how children learn and develop throughout their early years.

CONTENTS
Introduction to Child Development / Policy and Early Years Practice / Researching Child Development / Biology and Development / Cognition and Memory / Disorders and Development / Health and Development / Emotional Development / Social Development / Language and Literacy / The Role of Play / The Role of the Adult
Have you ever wondered what role culture has in a child’s development? Every child is born into a community, a society with a culture, in which he or she will live, grow and develop. Cultures lead to differences in children’s development and is an essential component of every child’s psychological development. Child Development takes a chronological approach, from prenatal development to adolescence, in which social, cognitive, emotional and physical aspects of development are interwoven. Martin Packer integrates cross-cultural examples from different parts of the world to illustrate how culture plays a constitutive role in children’s development. This book includes an in-depth discussion of human evolution, the history of language and the human lifespan, as well as the theoretical perspectives of scientific research on children’s development.

CONTENTS
Theoretical Perspectives / Interwoven Lines of Development / Prenatal Development, Birth, and the Newborn / Infancy - A Practical Understanding of the World / Infancy - Towards Biological Differentiation / Toddlerhood - A World of Irresistible Invitations / Toddlerhood - Towards Psychological Differentiation / Early Childhood - How Things Appear, and How They Are / Early Childhood - Towards Inner and Outer / Middle Childhood - Understanding Institutional Reality / Middle Childhood - Towards the Actual and the Possible / The Teenage Years - Adolescent, or Adult? / The Teenage Years - Towards Adulthood

March 2017 • 712 pages
Cloth (9781473993365) • £110.00
Paper (9781473993372) • £34.99

AN INTRODUCTION TO CHILD DEVELOPMENT
Third Edition
Thomas Keenan Niagara College, Subhadra Evans Deakin University and Kevin Crowley University of South Wales
This text presents a comprehensive survey of the main areas of child development, from infancy through to adolescence, in a readily accessible format. The new edition features research examples in psychology, education, nursing and medicine, as well as new and expanded sections covering key contemporary issues in cognitive, emotional and social development.

SAGE FOUNDATIONS OF PSYCHOLOGY SERIES
March 2016 • 456 pages
Cloth (9781446274019) • £90.00
Paper (9781446274026) • £32.99

Crayons and iPads
Debra Harwood Brock University
This book examines the use of digital technology in the early stages of child development and the way in which learning techniques have evolved in classrooms across the world. Taking the position that tablets provide an accessible learning and instructional tool, Debra Harwood explores how tablets can be used to provoke, ignite and excite children’s interest in the world around them, arguing that it is through this engagement with technology that new discoveries are made and learning takes place. Guiding readers through research-based insights into children’s thinking, interactions and being, Crayons and iPads offers an important starting point upon which to build play and inquiry-based learning opportunities within early learning programs.

SAGE SWIFTS
May 2017 • 120 pages
Cloth (9781473915992) • £45.00

Accessible Content
SAGE are always striving to improve our provision of accessible content to our visually impaired and print disabled customers and we are delighted to work with a wide variety of associations towards this end.

If you are seeking accessible content please contact us directly at accessible@sagepub.co.uk or through one of our partners and we will be happy to assist you.
The chapters are accessibly written and accurate, serving to set the selected thinkers in context and draw the student’s attention to key themes. I expect that this book will equip and inspire students to engage first-hand with the texts of these creative and influential educational writers.

- David Aldridge, Programme Lead, Professional Education, Oxford Brookes University

CONTENTS

NEW PEDAGOGIES FOR DEEP LEARNING
Leading Transformation in Schools, Districts and Systems

Michael Fullan

Michael Fullan Enterprises Inc

Quinn Consultants Inc and Joanne McEachen

The Learning First, President and Chief Destiny Changer

Deep Learning provides a comprehensive strategy for transforming learning for whole schools, districts, and systems as well as a call to action. The book defines deep learning, examines the elements that foster it and identifies the practical processes that will mobilize change.

June 2017 • 200 pages
Paper (9781506368580) • £25.99

UNDERSTANDING AND USING CHALLENGING EDUCATIONAL THEORIES

Karl Aubrey and Alison Riley both at Bishop Grosseteste University

Some of the most important developments in educational thought have been put forward by theorists who have challenged existing notions about the aims of education and its role in society. But how do these ideas relate to today’s education settings? This textbook gives education students a clear overview of fifteen thinkers who have offered challenging perspectives on education. Coverage includes influential sociological thinkers (Bourdieu, Foucault, Mezirow, Bernstein), those who have questioned the orthodoxy on schooling (Holt, Darling-Hammond), and other key names whose writing has helped shape views on teaching and learning. A companion text to the popular Understanding and Using Educational Theories, this exciting new textbook encourages and equips students to engage with thinkers they may have already been aware of but need further support and guidance on. They will find it particularly useful for research and assignment coursework!

Each chapter includes:
• practical examples showing how theories can be used to inform classroom teaching
• critiques of each theorist exploring the strengths and weaknesses of different ideas
• reflective tasks inviting students to apply the theories to their own educational experiences.

CONTENTS

March 2017 • 256 pages
Cloth (9781473955790) • £65.00
Paper (9781473955806) • £22.99

THE LEARNING CHALLENGE

James Nottingham

Known by many as the Learning Pit, the Learning Challenge is used around the world to promote challenge, dialogue, and a growth mindset. It encourages a depth of inquiry that helps learners move from surface level knowledge towards a deeper sense of understanding.

CHALLENGING LEARNING SERIES
June 2017 • 280 pages
Paper (9781506376950) • £29.99

Available as inspection copy for lecturers
THEORIES OF LEARNING
Debra McGregor Oxford Brookes University and Patricia Murphy The Open University

Closely examining the learning process and demonstrating how different theories support different teaching approaches, this book explores major theories of learning, recent research on the nature of the brain, and how they can be applied in the classroom. Seamlessly balancing theory with the practical implications of different schools of thought, the authors accessibly present challenging ideas including:

- how you can influence learning and the development of understanding through your teaching
- how different perspectives contribute to how we understand learning and the challenges raised by new ideas
- applying learning theory to assessment in order to evaluate current practices
- rich descriptions of learning in a range of contexts across age ranges using case studies, tasks, reflective questions and commentaries.

CONTENTS

October 2017 • 256 pages
Cloth (9781446253137) • £65.00
Paper (9781446253144) • £20.99

EDUCATION AND PHILOSOPHY
An Introduction
Ansgar Allen and Roy Goddard both at University of Sheffield

Philosophy is vital to the study of education, and a sound knowledge of different philosophical perspectives leads to a deeper engagement with the choices and commitments you make within your educational practice. This introductory text provides a core understanding of often difficult philosophical concepts. By introducing key thinkers in the context of wider themes and frameworks, it creates meaningful connections between theories and links them to different aspects of, and perspectives on, education. Accessibly written, the book carefully analyses the common assumptions and conflicted history of education, provoking questioning about its nature and purposes. Thinking critically about education in this way will give students on undergraduate Education Studies degrees, initial teacher education and Masters-level courses a fuller command of their own role and practice.

CONTENTS
Philosophical Schools / Ancient ‘Solutions’ / Education and God / Education and Humanism / Enlightenment and Modernity: Descartes and Locke / Enlightenment and Modernity: Hume and Kant / Modernity and its Problems / Modernity and the Figure of ‘Man’ / Critique, Emancipation and Education / Education and Government / Confined to the Present

May 2017 • 248 pages
Cloth (9781446273159) • £65.00
Paper (9781446273166) • £22.99

SCHOOLS AND SOCIETY
A Sociological Approach to Education
Sixth Edition
Edited by Jeanne H. Ballantine Wright State University and Joan Z. Spade The College at Brockport, State University of New York

Schools and Society is a comprehensive, integrated overview of the sociology of education. It includes original readings and article excerpts by leaders in the field and includes theory, methods, as well as classical and current issues. By organizing the book around a theme—the open systems approach—the articles are integrated to give a holistic view of educational systems.

- Classic and contemporary readings are drawn from a wide range of sources, including books, journals, scientific studies and reports, and commentaries.
- Introductions to each chapter provide a holistic view of the field and demonstrate the interrelationships between the various issues in education.
- Updated current event readings and statistics throughout.
- Suggested projects for continued exploration are included in each chapter.

October 2017 • 496 pages
Paper (9781506346977) • £54.00

Green SAGE
Did you know you can now go paperless?
If you’d prefer to receive our catalogues and book information by email, you can switch off print by updating your communication preferences at sagepub.co.uk/myaccount
UNDERSTANDING AND APPLYING ASSESSMENT IN EDUCATION

Damian Murchan Trinity College Dublin
and Gerry Shiel St Patrick’s College

All teachers are responsible for assessing the children they teach and the outcomes of any assessment are important for individual learners and the wider school. This book is your one-stop-shop for understanding assessment in schools. It covers formative and summative approaches used across primary and secondary education, supporting a balanced overview with policy examples drawn from the UK, Ireland and wider international contexts. Designed as a pragmatic handbook for new teachers and those training to teach, the book discusses key principles of assessment, guidance on developing and carrying out assessment in the classroom, and how assessment information can be used to benefit your teaching and the children you teach.

This is essential reading for all students on initial teacher education courses including university and school-based routes into teaching, and newly qualified teachers.

CONTENTS
Assessment in Education: Learning Contexts and Professional Standards / Validity, Reliability and Fairness / Understanding Assessment of Learning: Purposes, Impacts and Challenges / Implementing Assessment for Learning: Techniques and Illustrations for Classroom Use / Designing and Implementing Summative Written Assessments for Classroom Use / Performance-Based Assessment / Interpreting and Using Information from Assessment of Learning: Standardised Tests and Public Examinations / Providing Feedback and Reporting to Students, Parents and Other Stakeholders / Differentiating Assessment to Accommodate Learners’ Needs / Assessment Planning and Policy at Class, School and System Levels

LIFE AFTER LEVELS
One school’s story of transforming primary assessment
Sam Hunter

Looking at assessment after the removal of ‘Levels’ this book provides trainee and new teachers with a practical understanding of assessment. Written by a head teacher it considers the principles of great assessment and provides ideas and strategies for Primary Assessment. Coverage includes:
• measuring attainment and progress without Levels
• capturing assessment evidence in the classroom
• how to make the most of WALTS and SC
• the importance of quality questioning and discussion during lessons
• providing feedback.

This book will equip new and trainee teachers with the confidence to enter practice fully aware of the realities of the assessment landscape post-Levels, encouraging them to explore all its opportunities and challenges.

CONTENTS

CHALLENGING LEARNING THROUGH FEEDBACK
How to Get the Type, Tone, and Quality of Feedback Right Every Time
James Nottingham and Jill Nottingham

The process of providing high quality feedback actually begins with establishing clear learning intentions and success criteria. This book shows teachers how to provide clarity for students, and then specifically craft feedback to address their learning goals.

CHALLENGING LEARNING THROUGH DIALOGUE
Strategies to Engage Your Students and Develop Their Language of Learning
James Nottingham, Jill Nottingham and Martin Renton

In this book, the authors define the qualities of the best type of dialogue and provide dozens of practical strategies and examples for how teachers can lead productive discussions as a whole class, with small and large groups.
REFLECTIVE PRACTICE FOR TEACHERS

Second Edition

Maura Sellars The University of Newcastle

Reflective Practice for Teachers explores a range of key issues that teachers across all age ranges will need to engage with during their training and early career in the classroom, in order to deepen their understanding of teaching practice. Case studies and ‘What does this mean for you?’ boxes in every chapter take ideas from research and show how they can apply to the real world of teaching.

This Second Edition has been updated with:
• a new chapter on assessment
• extended discussion of metacognition in the classroom
• critical perspective on what we really know about brain-based learning
• further coverage models of reflective practice.

This is key reading for teacher education students on university-based and school-based courses preparing to teach in primary and secondary education.

CONTENTS
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NEW EDITION!

THE TEACHERS’ STANDARDS IN THE CLASSROOM

Third Edition

Roy Blatchford

This popular guide to the application of the Teachers’ Standards in the classroom is now updated with more classroom stories, links and examples of good practice. The new edition also includes guidance on contemporary issues in relation to the Standards to support trainee and new teachers to understand everyday challenges of the profession. The text is written to help teachers and trainee teachers to interpret the standards effectively and independently, and to apply them to their teaching. The chapters mirror the standards themselves and practical guidance and classroom based examples help the reader link theory to practice. It supports readers to enhance their understanding of the standards and to see how their effective application can improve teaching and professional practice.

May 2017 • 160 pages
Cloth (9781526404497) • £55.00
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MINDFUL TEACHER, MINDFUL SCHOOL

Improving Wellbeing in Teaching and Learning

Kevin Hawkins
Independent Educational Consultant and Trainer

Ensure trainee and newly qualified teachers are equipped with the essential skills of self-care to meet the day to day demands of the job as they go in to practice. In Mindful Teacher, Mindful School, Kevin Hawkins truly understands the joys of teaching and the desire to make a real difference in the lives of students, as well as the challenges and risks of burnout that most teachers experience on a daily basis. With this guide to mindful practice, teachers will learn how to use mindfulness in their professional and personal lives as well as how to incorporate it in their teaching to support student wellbeing. Combining theory with practice and illustrated with real life stories, this guide will show readers:
• what mindfulness is
• the research and scientific evidence behind it
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• how to manage stress, and look after yourself
• how teaching mindfully can help your students
• what mindfulness can do for the culture in your school.

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CHILDREN’S EXPERIENCES OF CLASSROOMS

Talking about being pupils in the classroom

Eleanore Hargreaves Institute of Education, University of London

If children are to succeed and progress at school, schools and teachers need to understand how children experience the classroom. What do they think? How does school make them feel? This book brings together the author’s work on children’s classroom experiences in a variety of contexts. The author uses student voice to show what children think of classrooms, tasks, tests and exams, and how this impacts their experience of schooling. Can the classroom experience be transformative for children’s life chances, or is it a trap? Schools and teachers need to take account of student perspectives in the primary school to make it the best experience possible.

CONTENTS
Children’s Experiences in Classrooms: Why They Matter / Authority and Authoritarianism in the Classroom / Autonomy in the Classroom / Teacher Feedback in the Classroom / Social-Class in the Classroom

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How We Persuade Students to Believe and Act on Smart Is Something You Can Get

Jon Saphier Research for Better Teaching, Inc.

This text reveals evidence that ability is something that can be grown significantly if we can first help students to believe in themselves. This is achieved through concrete examples, scripts, and classroom structures and routines for empowering student agency and choice.

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How Educators’ Beliefs Impact Student Learning

Jenni Donohoo Education Consultant

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Learning to Be a Teacher

John Lange and Sue Burroughs-Lange both formerly at Institute of Education, University of London

Being a successful teacher means constantly examining your development to identify blind spots and ensure you engage on a meaningful level with teaching. This text discusses theoretical and conceptual ideas, linked to direct strategies for the classroom, that guide students towards becoming proactive and effective learners. Built around a series of ‘contributing ideas’, this book includes a conceptual framework for critically analysing and thinking about the teaching and learning environment. Examples throughout explore how to make the most of professional learning opportunities so students can take personal control of their learning through self-regulation and self-monitoring. Strategies for making practical use of these ideas for classroom planning and preparation for learning are also included.

This is essential reading for students on primary and secondary initial teacher education courses, including undergraduate, postgraduate and school-based routes into teaching.

Contents


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Five Actions To Increase ALL Students’ Achievement

Lyn Sharratt University of Toronto

To make the significant changes required to reclaim education, collaboration processes must be put into place across systems and schools and this book presents five strategies for this: accountable talk, critical thinking, rich performance tasks, graphic organizers, and collaborative inquiry.

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Fourth Edition

Daniel Muijs and David Reynolds both at University of Southampton

This new edition of the popular textbook digs into the research behind different aspects of teaching in order to give students an informed understanding of what underpins high quality teaching. It explores what the evidence shows about the effectiveness of different approaches, drawing from a variety of educational schools of thought.

New to this edition:

• enhanced discussion of what we can learn from cognitive science research
• new chapters on metacognition and thinking skills, teacher subject knowledge, evaluating teacher performance, and international comparisons on teaching
• new Further Reading and Think Point features encouraging critical engagement with key research findings.

This is essential reading for all students on initial teacher education courses including undergraduate, postgraduate, School Direct, Teach First and employment-based routes into teaching, and also qualified teachers wanting to deepen their understanding of educational research.

Contents


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BUILDING SKILLS FOR EFFECTIVE PRIMARY TEACHING

Edited by Rachael Paige, Sue Lambert and Rebecca Geeson
all at Bishop Grosseteste University

This text supports trainee teachers to understand the complex nature of effective learning and teaching in primary schools. It covers the key skills of primary teaching including:

- teaching and learning
- reflective practice in teaching
- planning
- assessment
- behaviour
- engagement
- vulnerable groups
- professional responsibilities and relationships

This book supports and challenges primary trainee teachers and their mentors (both school based and university/SCITT based) by offering a range of approaches, strategies and perspectives to aspects of primary teaching, with learning and pupil progress as the focus. It offers thought provoking activities, case studies and reflection tasks for trainees and mentors and supports trainees working towards their professional development targets. The text also explores less common themes such as questioning and dialogue, EAL and teacher presence. It helps trainees to understand and develop these skills and begin to use them in their teaching.

CONTENTS
Reflection for Professional Development / Coaching and Mentoring / Teacher Presence / Principles of Teaching for Learning / Planning for Learning / Assessing for Pupil Progress / Approaches for Engagement / Mastery / Questioning and Dialogue / Behaviour / Vulnerable Groups / EAL / Professional Responsibilities / Professional Relationships

May 2017 • 220 pages
Cloth (9781473999402) • £55.00
Paper (9781473999402) • £24.99

THE MULTIPLE IDENTITIES OF THE RECEPTION TEACHER

Pedagogy and Purpose
Edited by Anna Cox and Gillian Sykes
both at University of Northampton

The Reception Year is a special time for children and their teachers. This text celebrates the uniqueness of the Reception Year, and explores the special context of the ‘first year of school’. It considers the multiple roles of the Reception Teacher - working not just as a ‘teacher’ but also as a carer, collaborator, partner, creator, leader and observer. This must-have guide for trainee and beginning reception teachers features key guidance on:

- establishing effective routines to create a positive learning environment
- involving parents and carers in children’s learning
- working out what works for you and your class
- creating effective learning spaces and resources
- harnessing the learning potential of the outdoor environment.

CONTENTS
Time Travel, Kaleidoscopes and a Hat Shop / Children at Four / You as an Advocate for Early Childhood / You as a Collaborator In Learning / You as Creator of the Learning Environment / You as a Landscape Architect / You as an Auditor of Children’s Learning / You as a Partner in the Lives of Children, Families and Communities / You in a Team of Researchers / The Mirror in the Hat Shop

June 2016 • 200 pages
Cloth (9781473959514) • £65.00
Paper (9781473959521) • £22.99

A GUIDE TO EARLY YEARS AND PRIMARY TEACHING

Edited by Dominic Wyse and Sue Rogers
both at Institute of Education, University College London

The textbook students need to support them on their journey to becoming effective primary or early years teachers. The book covers ages 3-11 so can be used consistently across all early years and primary teacher training courses. Each chapter is collaboratively authored by an academic specialist and an experienced practitioner to provide a realistic view of teaching balancing both theory and practice.

- Applied to practice with the Spotlight on Practice and Putting it into Practice features throughout.
- Every chapter comes with a classroom activity available online, along with placement and employability podcasts.
- Critically develops students with podcasts outlining key chapter issues to stimulate discussion.
- Integrated website links, annotated further reading and SAGE journal articles available online take students further in their studies.

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April 2016 • 376 pages
Cloth (9781473906938) • £75.00
Paper (9781473906945) • £24.99
NQT
The essential guide to your first year of teaching

Edited by Wendy Jolliffe University of Hull and David Waugh University of Durham

‘Don’t smile until Christmas.’ ‘Never be afraid to ask for help.’ ‘Always accept a cup of tea when it’s offered to you.’ There’s no shortage of tips, tricks and friendly advice for newly qualified teachers. But how can they separate the wheat from the chaff? What is recommended, reliable and backed by expertise and evidence? NQT is written by experienced teachers and teacher training experts – sources you can trust to provide pragmatic and evidence-based support.

Here are the top 5 reasons you should recommend it to your trainees:

• provides guidance that is a natural extension of their teacher training
• avoids quick fixes and shortcuts that will prove unhelpful in the long-term
• covers areas NQTs say they need more support in including communicating with parents and carers and teaching EAL pupils
• a focus on mindfulness and teacher wellbeing to guide NQTs in maintaining a healthy work-life balance
• case studies and research summaries provide evidence of the impact of particular approaches and why.

CONTENTS

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THE TEACHERS’ STANDARDS IN PRIMARY SCHOOLS
Understanding and Evidencing Effective Practice

Joy Carroll and Genea N. Alexander both at University of Worcester

Meeting the criteria set out in the Teachers’ Standards is essential for all trainee teachers, but translating it into classroom practice isn’t always easy. Supported by practical classroom examples, this book helps teacher trainees to develop critically reflective perspectives on their practice and provides guidance on how professionalism can be demonstrated and evidenced in primary classrooms. Key coverage includes:

• effective teaching and learning and what it means to be a learner
• planning and assessment for successful teaching
• meeting the needs of all children
• behaviour management
• professional responsibilities
• the role of subject and pedagogical knowledge.

February 2016 • 256 pages
Cloth (9781473906952) • £65.00
Paper (9781473906969) • £21.99
The mental health and emotional well-being of children has a huge impact on learning and development. Despite this, many teachers feel overwhelmed and lack confidence when it comes to dealing with these issues in their classrooms. This new text is written for primary school teachers and other primary school staff. It supports schools to develop strategies to enhance the importance of mental health and emotional well-being, to work on preventative strategies and to support children when they need more intervention. Many children will not reach the threshold for clinical diagnosis, but they nonetheless need support and the book also suggests strategies for supporting school staff who are dealing with their own issues linked to mental health.

CONTENTS
Children’s Mental Health and Emotional Wellbeing / Promoting a Whole School Approach / Behaviour / Positive Self-Esteem / Supporting a Positive Body Image / Families and Supporting Mental Health / Bullying, Social Media and Promoting Resilience / The Need for Inclusivity / What Can We Do to Help? / Who’s Looking After Who?

April 2017 • 160 pages
Cloth (9781473975781) • £65.00
Paper (9781473975798) • £22.99

UNDERSTANDING BRITISH VALUES IN PRIMARY SCHOOLS
Policy and Practice
Bridget Knight, Joy Carroll and Colin Howard both at University of Worcester

Schools must actively promote the fundamental values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs. The Teachers’ Standards make it clear that teachers themselves must do nothing to undermine these values. So how do schools and teachers provide educational experiences for primary aged children that explore and promote them? This text provides trainees, teachers and schools with practice-based advice, informed by current practitioners, relating to the delivery of ‘British Values’. It covers many topical themes and supports educational professionals to understand their duties around the PREVENT agenda and goes further to explore why this is important. It helps trainees and teachers to see how these ‘values’ fit within the wider context of education and what we value as educators.

September 2017 • 160 pages
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UNDERSTANDING MATHEMATICS FOR YOUNG CHILDREN
A Guide for Teachers of Children 3-7
Fifth Edition
Edited by Derek Haylock Education Consultant and Anne D Cockburn University of East Anglia

Having a deep understanding of the mathematical ideas and concepts taught in the classroom is vital as a nursery or primary school teacher. In order for children to get to grips with these concepts, trainee teachers need to be aware of how they come to interpret and understand them. Now focusing specifically on ages 3-7, it also supports trainees with age-appropriate classroom activities. As well as updates to further reading suggestions and research focuses, this revised edition includes new content on:
• mastery in learning mathematics
• simple fractions
• Roman numerals
• money as a form of measurement.

February 2017 • 360 pages
Cloth (9781473953505) • £75.00
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BIG IDEAS IN PRIMARY MATHEMATICS

Robert Newell  
Institute of Education, University College London

Create light bulb moments for your pupils!
Exploring the ‘big ideas’ in primary maths, this book helps trainees become secure in their own knowledge so that they can confidently teach in a way that engages children and focuses on understanding, rather than memory. Covering major concepts in straightforward terms, that link to National Curriculum requirements, it shows how they can be used to enable learning and support mathematical mastery. Practical classroom activities consistently relate knowledge to practice, whilst the teacher-pupil conversations demonstrate how to deal with misconceptions and errors to deepen children’s understanding.

Key topics include:
• problem-solving, reasoning and developing fluency in maths
• place value and counting systems
• measuring money, time, and weight
• geometry and understanding space and shape
• fractions and statistics for the primary classroom.

CONTENTS
The Conundrum of Primary Maths Teaching / Problem Solving / Mathematical Understanding in the Early Years / Place Value / Addition and Subtraction / Multiplication and Division / Time / Algebra / Fractions / Statistics / Geometry: Shape and Space / Measurement

December 2016 • 320 pages
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YES, BUT WHY? TEACHING FOR UNDERSTANDING IN MATHEMATICS

Ed Southall  
University of Huddersfield

Why do we have odd and even numbers? Why do two negative numbers multiply to make a positive? Why do fraction operations work? What is cosine and where does it come from? Getting the right answers in maths is only half the problem. Understanding why what you’re doing works is the part that often stumps students and teachers alike. If teachers feel like maths is a collection of random rules and steps that somehow lead to an answer, then so will their students. Mastering mathematics involves understanding the ‘why’. As a student, this additional understanding is transformational. Answers begin to look right, methods can be adapted and applied to different contexts, and students no longer need to rely on the memorisation of hundreds of disparate facts. Each concept is suddenly connected and the sophisticated beauty of mathematics becomes clear. 

Yes, but why?

sheds light on the hidden connections between everything in mathematics at school.

CONTENTS
Types of Numbers / The Four Operations / Angles and Shapes / Types of Numbers Part 2 / Fractions and Proportionality / Measurement / Algebra / Statistics and Probability / Functions and Linear Graphs / The Pythagorean Theorem and Trigonometry

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EXPLAINING PRIMARY SCIENCE

AVAILABLE AS INSPECTION COPY FOR INSTRUCTORS

Paul Chambers and Nicholas Souter both at University of Strathclyde

Successful science teaching in primary schools requires a careful understanding of key scientific knowledge. This book covers all the major areas of science relevant for beginning primary school teachers, explaining key concepts from the ground up, helping trainees develop into confident science educators. Classroom activities and videos of useful science experiments and demonstrations for the primary classroom are integrated into each chapter to translate concepts into teaching practice. Chapter content is linked to the National Curriculum in England and the Curriculum for Excellence, demonstrating how you could relate understanding to the relevant curriculum taught in schools. Written in a way to encourage confidence for those who are daunted by the subject, this is a core book for all students studying primary science on initial teacher education courses as well as NQTs.

CONTENTS

- Biodiversity / Ecosystems
- Cell Biology
- Plants / Life Processes
- Inheritance, Genes and Life / Animal Behaviour
- Types of Matter / Properties and Uses of Matter / Materials from the Earth
- Chemical Changes / Water and its Uses
- Space
- Energy
- Electricity
- Light / Sound / Forces / Gravity and Weight

March 2017 • 356 pages
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EXPLAINING PRIMARY SCIENCE

SUCCESSFUL SCIENCE TEACHING IN PRIMARY SCHOOLS REQUIRES A CAREFUL UNDERSTANDING OF KEY SCIENTIFIC KNOWLEDGE. THIS BOOK COVERS ALL THE MAJOR AREAS OF SCIENCE RELEVANT FOR BEGINNING PRIMARY SCHOOL TEACHERS, EXPLAINING KEY CONCEPTS FROM THE GROUND UP, HELPING TRAINEES DEVELOP INTO CONFIDENT SCIENCE EDUCATORS. CLASSROOM ACTIVITIES AND VIDEOS OF USEFUL SCIENCE EXPERIMENTS AND DEMONSTRATIONS FOR THE PRIMARY CLASSROOM ARE INTEGRATED INTO EACH CHAPTER TO TRANSLATE CONCEPTS INTO TEACHING PRACTICE. CHAPTER CONTENT IS LINKED TO THE NATIONAL CURRICULUM IN ENGLAND AND THE CURRICULUM FOR EXCELLENCE, DEMONSTRATING HOW YOU COULD RELATE UNDERSTANDING TO THE RELEVANT CURRICULUM TAUGHT IN SCHOOLS. WRITTEN IN A WAY TO ENCOURAGE CONFIDENCE FOR THOSE WHO ARE DAUNTED BY THE SUBJECT, THIS IS A CORE BOOK FOR ALL STUDENTS STUDYING PRIMARY SCIENCE ON INITIAL TEACHER EDUCATION COURSES AS WELL AS NQTs.

CONTENTS

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- Cell Biology
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NEW EDITION!

PRIMARY SCIENCE KNOWLEDGE AND UNDERSTANDING

Eighth Edition

Graham Peacock, John Sharp Leeds Beckett University, Rob Johnsey and Debbie Wright

Now with online resources to support subject knowledge!

Secure subject knowledge and understanding is the foundation of confident, creative and effective teaching. To help your students master this, the Eighth Edition of this established text now comes with a range of online resources available on the brand new companion website including:

- a comprehensive science subject knowledge audit
- reflective self-assessment questions per chapter
- a science subject knowledge checklist
- useful weblinks for primary science teaching.

You can use the science subject knowledge audit to assess your trainees’ progress and ensure they better understand their level of knowledge. Grading students’ overall performance, highlighting areas for improvement linked to relevant chapter reading and the ability to share results with their lecturer, makes this the ideal science subject assessment tool. This edition has also been updated to include more on why science matters in primary schools and new content on ‘States of matter’, ‘Rocks and soils’ and the ‘Theory of Evolution’.

ACHIEVING QTS SERIES

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NEW EDITION!

PRIMARY SCIENCE TEACHING THEORY AND PRACTICE

Eighth Edition

John Sharp Leeds Beckett University, Graham Peacock, Rob Johnsey, Shirley Simon Institute of Education, University of London, Robin Smith Cardiff University, Alan Cross and Diane Harris both at University of Manchester

Now with online resources to support teaching practice!

This is the essential teaching theory and practice text for primary science that takes a focused look at the practical aspects of teaching. It covers the important skills of classroom management, planning, monitoring and assessment and relates these specifically to primary science, with new material on assessment without levels. New coverage on being a scientist is included to help readers understand how science teaching goes far beyond the curriculum. And to support students even further with the very latest strategies in classroom practice, this Eighth Edition now includes online resources on the brand new companion website:

- practical lesson ideas for the classroom
- the Primary National Curriculum for Science in Key Stages one and two
- tips for planning primary science
- useful weblinks for primary science teaching.

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TEACHING COMPUTING AND CODING IN PRIMARY SCHOOLS

David Morris, Gurmit Uppal and David Wells all at University of East London

This core text for trainee primary teachers is a guide to the teaching of computing and coding in primary schools, and an exploration of how children develop their computational thinking. It covers all areas of the National Curriculum for primary computing and considers the three strands of computer science, digital literacy and information technology. The teaching of coding is especially challenging for primary teachers so the text gives practical examples of how this can be taught. For all areas of the computing curriculum the text provides guidance on planning age-appropriate activities and details of educationally appropriate software and hardware. It also includes the full National Curriculum Programme of Study for Computing, key stages 1 and 2.

CONTENTS

LESSONS IN TEACHING COMPUTING IN PRIMARY SCHOOLS

Second Edition

Edited by James Bird Oxford Brookes University, Helen Caldwell University of Northampton and Peter Mayne University of Worcester

An excellent balance of practical advice and ideas synthesized with some of the wider theory behind Computing. A great starting point for teachers who are new to Computing or who want to enhance their curriculum, the exemplar lessons offer creative and innovative approaches which are presented clearly along with an excellent companion website.

- Sarah Wright, Faculty of Education, Edge Hill University

As the computing curriculum is new to primary schools and many teachers will not have previous experience of teaching computing, where do trainee teachers find exemplar lessons? This book provides them. The exciting new Second Edition includes information on new apps and other resources for teaching and a brand new chapter on teaching with tablets.

CONTENTS

LEGGINGS IN TEACHING

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NEW EDITION!

PRIMARY COMPUTING AND DIGITAL TECHNOLOGIES: KNOWLEDGE, UNDERSTANDING AND PRACTICE

Seventh Edition

Keith Turvey University of Brighton, John Potter Institute of Education, University of London, Jeremy Burton University of Brighton, Jonathan Allen Institute of Education, University of London and Jane Sharp

This book provides practical guidance on how to teach ICT and the computing curriculum in primary schools, alongside the necessary subject knowledge. This Seventh Edition explores the use of ICT in all curriculum subjects and includes more case studies and practical examples. A new chapter on coding and the importance of web literacy brings the text up to date and highlights the importance of supporting children to become discerning and creative users of technology.

CONTENTS
Organising Digital Technologies in Your Classroom / Planning for Digital Technologies Across the Curriculum / Planning to Use Digital Technologies in the Early Years Foundation Stage / Digital Display Technologies / Mobile Technologies / Planning for Primary Computing as a Subject / Assessment in Primary Computing / Computational Thinking and Programming / Physical Computing / Web Literacy (Including Coding for the Web) / Digital Media/Digital Literacies / Writing with Digital Technologies / Social Media – Tools for Communicating, Collaborating and Publishing / Graphing Programs / Databases and Spreadsheets / Professional Use of Digital Technologies / Safety; Online and Off / Ethical and Legal Issues

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**Primary Education**

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Second Edition

Edited by David Waugh University of Durham, Wendy Jolliffe University of Hull and Kate Allott York St John University

Covering all areas of the new National Curriculum for primary English and offering insight into effective teaching, this text will help your students connect what they need to teach to how it can be taught. This book opens up the opportunities in the new curriculum for creative and imaginative teaching and covers all areas of children's literacy from poetry and literature to SPAG. Case studies of teaching are used as a starting point for learning and guidance on practical teaching strategies is included throughout.

**CONTENTS**

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**BEING CREATIVE IN PRIMARY ENGLISH**

Adrian Copping University of Cumbria

Why should we foster creativity in primary English? This practical and readable book demonstrates how creative thinking and learning can support primary English teaching. With chapters mapped to the Teachers’ Standards and links to the new National Curriculum, each chapter provides a case study exploring high-quality primary English practice including planning, rationale and ideas for the classroom. These are fully grounded in a wide range of theoretical frameworks, viewpoints and values. Reflective activities in each chapter offering practical exercises and additional reading suggestions, encourage trainee teachers to further their understanding of how theory translates to classroom practice. This inspiring book helps support learning, teaching and assessment without losing innovation, excitement and motivation for both teachers and children.

**CONTENTS**

- Cracking the Concept: Creative Thinking, Creative Teaching Creative Integration / Creative Approaches to Teaching Reading and Enjoying Text / Creative Approaches to Teaching Writing / Speaking and Listening Scaffolds Reading and Writing / Creative English: Early Years into Key Stage 1 / Reading into Writing: Key Stage 1 Fiction / Reading into Writing: Key Stage 2 Fiction / Reading into Writing: Key Stage 1 Non-Fiction / Reading into Writing: Key Stage 2 Non-Fiction / Reading into Writing: Key Stage 1 Poetry / Reading into Writing: Key Stage 2 Poetry / Creative Approaches: Transition Key Stage 2-3

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Cloth (9781473915665) • £65.00

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**LOOKING AFTER LITERACY**

**A Whole Child Approach to Effective Literacy Interventions**

Caroline Walker-Gleaves Newcastle University and David Waugh University of Durham

Teachers are under pressure to find personalized and distinctive approaches to support children who struggle with literacy. Support is available for those who have specific needs, but not for children with needs that are harder to identify. This book draws on the latest research to offer guidance in this area. It supports teachers to consider the whole child when exploring options for interventions and strategies to help children overcome their individual challenges. It examines the many factors that can contribute to literacy difficulties and highlights the importance of understanding the wider context when considering them. This is a practical handbook for primary literacy interventions as it gives detailed guidance on how to make literacy interventions work for all children, every day.

**CONTENTS**

- The Significance of Phonics for ‘Catching Up’ with Reading / Digital Stories and Becoming Someone Different / Me, Myself, I: Using Drama to Explore Self in Primary School / The Reading and Writing Environment: Literacy Grounded in an Ethic of Care / Starting Early – Translating Literacy into Early Years Interventions / A World Full of Colours and Sounds: Using Adjectives and Adverbs / The Physicality of Writing and Speaking / Culture And Literacy: Storying Capital and Children’s Lives / Communication and Spoken Word / Using Multilingual Narratives to Explore Loss and Grief / The Deliciousness of Reading

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Teaching and Learning Writing Across the Primary Curriculum
Edited by Adam Bushnell and David Waugh University of Durham

This book supports teachers to plan, assess and develop children’s writing for a range of purposes in a range of styles. Chapters focus on different subjects exploring the different opportunities for writing across curriculum areas. It encourages a focus on the skills of composition and outlines strategies for taking children’s writing forward. Throughout, the authors share examples of good practice and include case studies in all chapters and suggestions for teaching activities, offering a practical guide for teaching. The text also examines the many ways in which children’s writing can be evidenced. It highlights writing in different media and encourages you to reconsider the ways in which children’s progress in writing can be tracked and captured.

CONTENTS
Stimulating Non-Fiction Writing Across the Curriculum / Digital Writing – Writing in IT / Writing in English / Writing in Mathematics / Writing in Design Technology and Food Technology / Writing in Science / Writing in Science 2 / Writing in MFL / Writing in History / Writing and Music / Writing and Physical Education / Writing in RE / Writing in Geography / Writing in Art / Writing and PSHE

March 2017 • 240 pages
Cloth (9781473991613) • £65.00
Paper (9781473991620) • £21.99

WRITE DANCE
Third Edition
Ragnhild Oussoren Education trainer

Write Dance is an exciting and innovative programme which uses music and movement to introduce handwriting to children. Write Dance movements are designed to help children feel happy and comfortable with their bodies, improving their motor skills and providing a strong foundation for writing.

This exciting new bumper edition combines and refines Write Dance and More Write Dance to bring you the ultimate one-stop Write Dance toolkit! Restructured and enhanced to make this wonderful resource all the more accessible, it also makes useful links to the UK curricula. Your Write Dance print copy will also give you access to an exclusive website that includes:

- original music for each of the book’s themes
- videos of Write Dance in action so you can better see how it can work with your children
- templates to download and use time and time again.

CONTENTS
How to Use this Book / How Write Dance Evolved / Writing and Dancing / Graphology and Write Dance / Music Themes / The Volcano / Krongelidong / Circles and Eights / Robot / Train / Horses and Hares / The Sea / Mandala / Sailing Ship / Ocean Waves and Beach Waves / Dream Castle / Capitails

March 2017 • 128 pages
Cloth (9781473946231) • £110.00
Paper (9781473946248) • £36.99

TEACHING PRIMARY PHYSICAL EDUCATION
Second Edition
Julia Lawrence University of Hull

Physical education is an important part of the primary curriculum and one that provides unique challenges for those involved with its teaching. This book offers a balanced and comprehensive overview of the subject, covering issues such as safe practice, inclusion, subject leadership and cross-curricular approaches supported by an accessible theory-informed approach.

This Second Edition includes:
- links to the new National Curriculum in England
- mapping to the Teachers’ Standards
- a new chapter on physical literacy and development in the early years and primary ages
- a new chapter on health-focused education and the contribution of PE
- case studies in every chapter
- enhanced coverage of assessment in PE.

This is essential reading for all students studying primary physical education on initial teacher education courses, including undergraduate, postgraduate, and also for those on Sports Studies and courses with a primary PE component.

CONTENTS
Why Physical Education? / How Pupils Learn and Develop / Approaches to the Teaching of Physical Education / Inclusion in Physical Education / Safe Practice in Physical Education / Developing Motor Competencies / Developing Knowledge, Skills and Understanding Across Areas of Activity / Planning the Learning Experience / Promoting Physical Education Across the Curriculum / Physical Education and the Wider Community / Subject Leadership in Physical Education / Physical Literacy and Development / Health-focused Education

November 2017 • 272 pages
Cloth (9781473998131) • £72.00
Paper (9781473998124) • £24.99

TEACHING PRIMARY ART AND DESIGN
Susan Ogier University of Roehampton

To be outstanding, teachers must secure subject knowledge in all curriculum areas to enable children to access everything the curriculum offers. The primary art curriculum allows teachers the space to develop lessons that inspire their children to enhance their own learning. This key text will provide primary trainee teachers with subject knowledge, expert advice and guidance along with practical solutions that are necessary to offer children the best possible experiences in art, craft and design, to ensure that they have access to a broad and balanced curriculum. Through guidance and support it will enable them to develop an understanding of the principles and values that underpin high standards and high expectations, and show good progress in the subject.

CONTENTS
Principles and Values / Creative learning: Imagination and Expression / Developing Skills and Concepts / Processes and Practice / The Broad and Balanced Curriculum / Assessment and Progression / Beyond the Classroom / Enjoy and Achieve – Moving Forward

June 2017 • 200 pages
Cloth (9781473974319) • £65.00
Paper (9781473974326) • £24.99
TEACHING PRIMARY MUSIC
Alison Daubney University of Sussex
High-quality music education can start children on a journey that lasts a lifetime. This book gives beginning primary school teachers clear guidance on how to successfully teach music without recourse to specialized training. It places music within the wider context of the primary curriculum with clear links to the National Curriculum in England. It also offers advice on how to provide evidence for and assess musical development and how to plan for music education across the EYFS and Key Stages 1 and 2. Useful information on using the musical resources in your local community to enhance the opportunities offered to your school is also provided. Links to online resources throughout the book give clear examples of outstanding music education in action showing how you can transfer ideas from the page to the classroom.

CONTENTS
Music - Its Place in Our Lives And Education / Exploring Musical Learning / Singing and Vocal Development / Instruments, Technologies & Tools / Children's Own Music / Notations / Planning for Musical Learning / Assessment / Music - The Heartbeat of the School and Curriculum / Bringing it All Together

April 2017 • 192 pages
Cloth (9781473905702) • £70.00
Paper (9781473905719) • £23.99

NEW EDITION!

CHILDREN LEARNING OUTSIDE THE CLASSROOM
From Birth to Eleven
Second Edition
Edited by Sue Waite Plymouth University
The new edition of this bestselling textbook continues to help students and professionals understand the importance of getting children learning outside the traditional classroom, and is packed full of creative information and ideas for teachers and practitioners to incorporate outdoor activities throughout the school curriculum. Significantly revised and updated the Second Edition now includes new chapters on:
• methods of assessment and evaluation
• global perspectives on outdoor learning
• developing whole school approaches to indoor and outdoor teaching
• technology and its role outside the classroom
• Special Educational Needs and Disabilities (SEND) and learning outdoors
• Forest School
• the environmental sector and outdoor learning.

This book now comes with a companion website with free SAGE journal articles, weblinks, annotated further readings and video to help translate theory into real life practice.

CONTENTS
Section 1: Thinking Across the Whole – Theoretical Perspectives on Learning Outside the Classroom – Relationships Between Learning and Place / Methods of Assessment and Evaluation for Learning Outside the Classroom / What is the change? Evaluating the Moorland Classroom’s Effect on Children/ A Global View of Learning Outside the Classroom/ Section 2: Outdoor Practice Across Early Years and Primary – Very Young Children Learning Outdoors: Its Place in the Schooling System/ Developing Whole School Approaches to Integrated Indoor / Outdoor Teaching/ Outdoor Pedagogies in Support of Transition from Foundation Stage to Year 1 / Technology and its Role Outside the Classroom / Special Educational Needs and Disability and Learning Outside the Classroom / Section 3: Curriculum Areas – English, Communication and Language and Language Outside the Classroom / Understanding Mathematics Outside the Classroom / Science and Technology Outside the Classroom: Embedding Learning Outside the Classroom into the Science National Curriculum/ Understanding Places and People Through History and Geography Outside the Classroom / The Arts / Physical Development, Health and Well-Being: the role of Physical Education/ Section 4: Partners and Progression – The Renaissance of Residential Experiences: their Contribution to Outdoor Learning/ Forest School: Core Principles in Changing Times / School Gardens and the School Food Plan: Contributing to a Culture of Healthy Living / How the Outdoor Environmental Sector can Support Schools/ Making a Difference: Learning on a Grand Scale

February 2017 • 348 pages
Cloth (9781473912267) • £75.00
Paper (9781473912274) • £24.99
TARGETED TEACHING
Strategies for secondary teaching
Tremaine Baker Middlesex University London

This new text challenges the idea that there is a ‘best way’ to teach. Instead, teachers need a range of skills and strategies to select from, work with and adapt. Every school, cohort, class and child is different. Beyond that, strategies that worked well with a class last week, may prove ineffective the next. This text will show you how to harness the power of small or large scale research to help you find the answer.

This book:
• presents a range of strategies, well grounded in research, to be used in different classroom settings
• presents a model of teaching that views teaching not as a profession, but as a complex interaction between teacher and students
• addresses common issues that beginning teachers face when developing their practice.

CONTENTS
Lesson Planning / Behaviour Management / Pace / Teaching and Modelling / Questioning / Assessment / Feedback / Differentiation
February 2017 • 240 pages
Cloth (9781473973022) • £65.00
Paper (9781473973039) • £19.99

DEVELOPING LITERACY IN THE SECONDARY CLASSROOM
Gary Woolley University of the Sunshine Coast and Georgina Barton Griffith University

Today’s secondary classrooms are increasingly diverse places and skilled English teachers need to be able to develop flexible teaching strategies that can be adapted to best serve diverse learners with divergent needs. This textbook for pre-service teachers gives you pragmatic guidance on the major aspects of literacy teaching, and how to draw insight from research and apply it in diverse classrooms.

Key coverage includes:
• the fundamental aspects of teaching reading and writing to adolescent learners
• how to intelligently select and use literature with secondary students
• multi-liters and the use of technology in English teaching
• assessment strategies for the classroom
• teaching techniques for developing reading comprehension.

This is essential reading for anyone training to teach English in secondary classrooms, and for recently qualified teachers looking to sharpen their practice.

CONTENTS
What is Literacy for Today’s Young People? / The Adolescent Learner and Language / Diverse Learners and Literacy / Collaboration and Peer Support / School, Family and Community Partnerships / Multiliteracies and Multimodalities / The Teaching of Reading / Reading Comprehension / The Teaching of Writing / Adolescent Literacy and Literature / Digital Literacies / Assessment
May 2017 • 256 pages
Cloth (9781473947566) • £75.00
Paper (9781473947559) • £24.99

PRINCIPLES AND PRACTICES OF QUALITY ASSURANCE
A guide for internal and external quality assurers in the FE and Skills Sector
Ann Gravell

This is a core text for anyone training to be (or working as) an internal or external quality assurer in the FE and Skills Sector. It has all the information you need to work towards the quality assurance units for qualifications such as: The Certificate and Diploma in Education and Training, or the quality assurance units of the Learning and Development (TAQA) qualification. This is your guide to understanding how to use internal quality assurance activities effectively with assessors, and external quality assurance activities with centre staff. Interactive activities are included throughout, and real examples of quality assurance in practice are included. The book also includes examples of completed internal and external quality assurance documents. It is a comprehensive text, covering:
• principles of internal and external quality assurance
• planning and carrying out quality assurance activities
• risk management
• record keeping, providing feedback and evaluating practice
• the role and use of technology
• planning, allocating and monitoring the work of others.

CONTENTS
September 2016 • 200 pages
Cloth (9781473973411) • £65.00
Paper (9781473973428) • £19.99

TEACHING ENGLISH AND MATHS IN FE
What works for vocational learners?
David Allan Edge Hill University

This book is a guide for all teachers in the FE and Skills Sector, regardless of their discipline. It explores how FE teachers can address the mathematics and English needs of all learners, to redress the skills gap that is a current focus. The text explores what works in the sector, examining the barriers to learning and how all learners can be included. It takes a focused look at what works for the vocational learners who have not succeeded in a school setting, and helps tackle the problem of low motivation in learners. The text goes beyond simply providing strategies to follow and includes background theory and detailed case studies to enhance understanding of different approaches.

CONTENTS
English and Maths Skills and the FE and Skills Sector / Policy and Context / Incorporating English and Maths / Strategies for Teaching / How We Learn / Incorporating English: Planning and Delivery / Incorporating Maths: Planning and Delivery / Using ICT in Your Teaching / Inclusion: The Importance of Equality and Diversity in Teaching / Good Practice Examples from Across the Sector / Case Study One: Health and Social Care / Case Study Two: Motor Vehicle Studies / Case Study Three: Hair and Beauty / Case Study Four: Construction Apprenticeship
May 2017 • 160 pages
Cloth (9781473992784) • £65.00
Paper (9781473992791) • £19.99
DEVELOPING STUDENT ENGAGEMENT IN HIGHER EDUCATION

Karin Crawford and Dan Derricott both at University of Lincoln

In the increasingly competitive higher education environment it is vital that universities offer students the opportunity to take a more active role in their educational experience. This book explores approaches to leading and supporting change at institutional, departmental and individual levels in order to embed understanding, values, cultures and motivations that will drive student engagement.

Key topics include:

- working with individual staff
- practical strategies for achieving lasting change
- evaluating, assuring and enhancing the quality of the student experience
- how to embed good practice across an institution
- the importance of peer support and peer learning.

This is essential reading for higher education faculty seeking to improve the engagement of the students they work with and to enhance cross-departmental practice in this area.

CONTENTS
Managing and Understanding Cultural Change / Articulating and Leading Students Engagement from Institutional Level / Cross Institutional Policy and Practice / Working with Staff as Change Agents / Beyond the Enthusiasts: Engaging the Unengaged / Towards Mass Student Engagement / The Implications of Innovation on Established Practices / Impact and Evaluation

September 2017 • 224 pages
Cloth (9781473953376) • £65.00
Paper (9781473953383) • £27.99

AN A-Z OF CREATIVE TEACHING IN HIGHER EDUCATION

Rachel Stone and Sylvia Ashton both at Sheffield Hallam University

This is a rich source of innovative approaches to learning and teaching in HE. It addresses some common issues faced by lecturers, and includes case studies and practical suggestions for teaching. The text takes a critical approach to exploring themes from different perspectives and highlights important and recent theory in the field. Chapters cover themes such as creating enabling learning environments, supporting students to learn constructively in large groups, working with international learners, embedding employability skills and developing self-directed (or ‘flipped’) learning resources. Each section has practical examples from a range of subject disciplines along with links to further reading.

This is an essential guide to teaching and learning for new and experienced practitioners in higher education, those seeking professional accreditation and those wanting to improve the experience of students.

CONTENTS
A is for Activities / B is for ‘Blue Sky Thinking’ / C is for Communicating / D is for Discovering / E is for Emotion / F is for the Five Senses / G is for Groups / H is for Holistic Approaches / I is for International Students / J is for Joy / K is for Knowledge / L is for Learning Environment / M is for Metacognition / N is for No One Left Behind / O is for Outside / P is for Presentations / Q is for Quiet Learners / R is for Room Layout / S is for Strategic Learning / T is for Telling Stories / U is for Understanding / V is for Vertical Space / W is for the World of Work / X is for Expectations / Y is for ‘Why’ Questions / Z is for Zzzzzzzzzz

September 2017 • 160 pages
Cloth (9781526401021) • £65.00
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Further & Adult Education

PRINCIPLES AND PRACTICES OF TEACHING AND TRAINING

A guide for teachers and trainers in the FE and skills sector

Ann Gravells

The complete guide to teaching and training in the FE and Skills Sector. Relevant across the UK and beyond, this book by best-selling author Ann Gravells takes the reader through everything they need to know to teach and train in post compulsory education. It explores what the FE and skills sector is about, the role of a teacher/trainer, theories of teaching, learning and assessment and how to put theory into practice.

This comprehensive text also covers:

- how to plan learning for groups and individuals
- communication, using resources and developing skills in English and mathematics
- evaluation, reflection and continuing professional development (CPD)
- preparing for a micro teach session, and teaching practice/observed practice.

Throughout, examples of teaching and learning activities are given to support you as you teach. Activities and notes on further research are also included to engage readers in their learning through the book and enhance their understanding of each area of teaching and training.

CONTENTS
The Role of a Teacher/Trainer / Factors Contributing to Learning / Identifying Needs / Planning and Designing Learning Programmes / Teaching and Learning Approaches / Communication / Using Resources / Improving Skills / Promoting Equality and Valuing Diversity / Assessing Learning / Quality Assurance / Evaluating and Improving Practice / Delivering a Micro Teach Session / Teaching Practice

FURTHER EDUCATION AND SKILLS

November 2017 • 400 pages
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COLLABORATIVE SCHOOL LEADERSHIP

A critical guide to leading together

Philip Woods and Amanda Roberts both at University of Hertfordshire

This book takes the idea of distributing leadership in schools to a new level of understanding and practice. The authors address the complexities of leadership by putting forward two essential propositions. The first is the need to understand leadership as the outcome both of people’s intentions and the complex flow of interactions in the daily life of schools. The second is the need to integrate values of social justice and democracy into our understanding of leadership. Building on this insight, the authors show how leadership can be truly collaborative. The book also combines practice, theory and research and draws on the authors’ international experience.

This book is an invaluable resource for reflection and change for everyone who contributes to and studies leadership – senior leaders, teachers, support staff, students and researchers.

CONTENTS
Leadership for Equity, Agency and Democracy / Challenges and Possibilities / Why is it important? / Portraits of Practice / Key Levers for Change / Understanding Leadership / Culture / Institutional Architecture / Evaluation / Paradigm Shift

December 2017 • 186 pages
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Steven Katz Director of Research and Evaluation, Aporia Consulting and Faculty Member, Ontario Institute of Studies in Education, Lisa Ain Dack University of Toronto and John Malloy Ministry of Education, Toronto

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Breaking Sound Barriers in Education


Drawing on their expertise in business and education, the authors provide a simple, sustainable framework that will help overcome educational inertia to reach new heights of achievement by using school staff’s personal brilliance, encouraging smart risks and designing potent changes.

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Leading Creative Schools in an Age of Complexity

Peter Gamwell and Jane Daly

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Alan Hodkinson Liverpool Hope University

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A Multi-sensory Approach

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Kathleen Kelly Manchester Metropolitan University and Sylvia Phillips Glyndwr University

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Sylvia Phillips Glyndwr University, Kathleen Kelly and Liz Symes both at Manchester Metropolitan University

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Wendy Jolliffe University of Hull, David Waugh University of Durham and Angela Carss
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David Waugh University of Durham, Claire Warner Freelance Educational Consultant and Rosemary Waugh Queen Margaret’s School
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Bill Rogers Independent Educational Consultant, Victoria

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A world-wide success, this is a stimulating, inspiring and hugely practical book that you’ll come back to time and time again.

CONTENTS

March 2017 • 265 pages
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COUNSELLING CHILDREN
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Kathryn Geldard, David Geldard Retired Counselling Psychologist and Trainer and Rebecca Yin Foo Educational and Developmental Psychologist

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Rebecca Kirkbride

This groundbreaking book takes a humanistic approach to counselling young people, establishing humanistic counselling as an evidence-based psychological intervention. Grounded in the BACP’s competencies for working with young people, this text is vital reading for those taking a counselling young people course or broader counselling and psychotherapy course, for qualified counsellors working with this client group, and for trainers.

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– Ziyad Marar, President, Global Publishing, SAGE Publishing
A QUICK GUIDE TO SPECIAL NEEDS AND DISABILITIES

Tim Howard played at the highest level for Manchester United, Everton and the US National Team. In 2008, he was voted US Soccer’s Athlete of the Year. Tim was diagnosed with Tourette Syndrome when he was nine years old. Johnnie Ray was a singer/songwriter credited by a number of musicians as being the true father of rock and roll. Johnnie became deaf in one ear as a result of an accident at the age of 13. In A Quick Guide to Special Needs and Disabilities students will be introduced to many more individuals like Tim and Johnnie. Detailing over 60 conditions which cause people to have additional needs, this time-saving guide will broaden students’ understanding of different physical, neurological, psychological, and developmental needs. Presented in Bob Bates’ signature dip-in dip out format each individual need is explained over a 2-page spread and each entry includes:
- accessible bite-sized explanations of the condition
- engaging real life stories and scenarios
- best practice approaches to working with these learners and how to apply them to practice.

CONTENTS
Part 1: Physical Impairments / Part 2: Neurological and Psychological Disorders / Part 3: Other Additional Needs / Part 4: Approaches for Working with Children and Young People with Additional Needs

November 2016 • 256 pages
Cloth (9781473979734) • £60.00
Paper (9781473979741) • £19.99

WHAT REALLY WORKS WITH EXCEPTIONAL LEARNERS

Edited by Wendy W. Murawska and Kathy Lynn Scott both at California State University, Northridge

This book provides personal experiences, best practices, and deeper resources for educators who work with students with special needs. Chapters discuss how special educational needs affect reading and math instruction, accommodations, culturally responsive practices, legal issues and home-school collaboration.

March 2017 • 344 pages
Paper (9781506363497) • £25.99

PARENTS AND FAMILIES OF STUDENTS WITH SPECIAL NEEDS

Collaborating Across the Age Span

Edited by Vicki A. McGinley West Chester University and Melina Alexander Weber State University

This text teaches students the skills they need to effectively collaborate with parents and families to ensure a child’s success in the classroom by taking a lifespan approach with a special emphasis on the critical transition points in a child’s life.

March 2017 • 344 pages
Paper (9781506363497) • £59.00

SPECIAL EDUCATIONAL NEEDS

A Guide for Inclusive Practice

Second Edition
Edited by Lindsay Peer Educational Psychologist and Gavin Reid International Consultant

Covering contemporary policy issues, perspectives from practice and a range of common syndromes and barriers, the new edition of this bestselling textbook presents a wealth of information and guidance for students and professionals on how to achieve effective, inclusive practice. With perspectives from academics, practitioners, experts and parents, the book provides strong coverage of current research and contemporary issues. With 23 chapters, each covering individual syndromes and including chapter overviews, case studies and discussion points, this has everything readers need in one book.

Features of the Second Edition include:
- fully revised annotated further reading suggestions and links to useful websites
- a new chapter on Autism and Applied Behaviour Analysis (ABA)
- a new chapter on Down’s Syndrome
- updated reference to legislation, including the SEND Code of Practice (2014)
- updated case studies covering 0-18 age range.

CONTENTS
JOYFUL LEARNING
Active and Collaborative Learning in Inclusive Classrooms
Second Edition (Revised Edition)
Alice Udvari-Solner University of Wisconsin-Madison
and Paula Kluth Oak Park, Illinois
This resource is ideal for inclusive classrooms serving students with a wide range of abilities, including those with cognitive, sensory, cultural, learning, and/or linguistic differences. The authors present strategies for engaging students in discussion, debate, creative thinking, questioning and teamwork.

SPECIAL NEEDS IN THE EARLY YEARS
Partnership and Participation
Edited by Rebecca Crutchley University of East London
Fully up to date with the SEND Code of Practice this book explores all the key contemporary issues relevant to supporting children with special needs in an early years context. Combining theory with practice, it demonstrates how to ensure children’s individual needs are at the heart of early years provision.
Key topics covered include:
• the history and current climate of SEN provision
• working with parents
• models of special needs provision
• leadership and inclusion
• professional ethics
• multi-agency working
• early intervention
• international perspectives.
This core textbook is an essential read for early years students at all levels, and early years practitioners who wish to gain a greater understanding of the core issues affecting special needs provision.

WE MUST SAY NO TO THE STATUS QUO
Educators as Allies in the Battle for Social Justice
Veronica McDermott
Independent Contractor
In this text, the author shows teachers how to pierce the fog of privilege, develop the skills required to be an effective ally, dismantle structural barriers and challenge the practices and beliefs that diminish opportunities for many students.

TECHNOLOGY FOR SEND IN PRIMARY SCHOOLS
A guide for best practice
Helen Caldwell and Stephen Cullingford-Agnew
both at University of Northampton
This new text supports trainee and beginning teachers to harness the power of technology to make their classrooms truly inclusive. It helps you make informed selections of new technology and resources and make them work for everyone in your classroom. The book offers clear guidance on how to implement an inclusive approach to the use of technology across a broad range of needs and curriculum themes, linking practical examples with discussion of pedagogical considerations.
This text:
• focuses on cutting edge technologies
• supports teachers to develop the knowledge and skills they need
• offers advice on how to assess individual learning and communication needs
• develops an understanding of the pedagogy needed to embed inclusive technology within whole class teaching.

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THE DYSCALCULIA TOOLKIT
Supporting Learning Difficulties in Maths
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Ronit Bird Teacher, London

The new edition of the bestselling Dyscalculia Toolkit continues to meet the needs of specialist and non-specialist teachers working with learners aged 6 to 14 years, who have difficulty with maths and number. Now with over 200 activities and 50 games, new and improved illustrations, and an expanded list of recommended readings, useful websites and resources, the new edition also includes exclusive access to a brand new companion website which features:

- 10 videos with over 45 minutes of material demonstrating a selection of games from every section
- editable pupil tracking sheets organised by teaching point and section
- over 70 pages of downloadable and printable teaching materials including activity sheets, game boards, teaching resources and summary tables.

Packed full of practical, creative and innovative ideas and strategies this is the complete toolkit to help teachers and parents support learners with dyscalculia or those struggling with mathematics.

NEW EDITION!

THE DYSCALCULIA RESOURCE BOOK
Games and Puzzles for ages 7 to 14
Second Edition
Ronit Bird Teacher, London

Written by a teacher for teachers, the second edition of Ronit Bird’s The Dyscalculia Resource Book now comes with 120 games and puzzles and a brand new section on ‘mixed operations puzzles’ which require learners to switch mentally between addition, subtraction, multiplication and division. The new edition will also provide access to an accompanying website featuring demo videos of different games and puzzles and the option to easily download and print all the games and puzzles in the book! Ideal for working with students 7 to 14 years old, this is the perfect companion to The Dyscalculia Toolkit, essential additions to every teachers’ resource collection.

NEW EDITION!

AUTISM SPECTRUM DISORDER
Characteristics, Causes and Practical Issues
Second Edition
Jill M Boucher City University

Following on from the popular provocative first edition, this Second Edition offers the latest research on autistic spectrum disorders, from exploring theories at the psychological, neurobiological and ‘first cause’ levels to methods of assessment, intervention, education and support.

NEW EDITION!

THE SAGE HANDBOOK OF AUTISM AND EDUCATION
Edited by Rita Jordan University of Birmingham, Kara Anne Hume University of North Carolina-Chapel Hill and Jacqueline M. Roberts

Education is an important aspect of the environmental influences on autism and effective education can have a significant effect on outcome for those on the autism spectrum. This handbook explores the key concepts, debates and research areas in the field. Contributions from a wide range of countries and cultures are organised into six key sections:

- Learning needs and educational responses
- Early intervention, pre-school education and family support
- School/College based and academic education – access and support
- Education for life and barriers to education
- Evaluating education and support
- Collaborative working in education

This handbook is a definitive resource for reflective practitioners and teachers who wish to know and understand current views of the nature of autism and best practice in educational support.

THE DYSCALCULIA
SEN & Inclusion
THE SAGE HANDBOOK OF OUTDOOR PLAY AND LEARNING

Edited by Tim Waller Anglia Ruskin University, Eva Arlemalm-Hagsér, Ellen Beate Hansen Sandseter, Libby Lee-Hammond Murdoch University, Kristi Lekies Cleveland State University and Shirley Wyver Macquarie University

There has been a growing academic interest in the role of outdoor spaces for play in a child’s development. This text represents a coordinated and comprehensive volume of international research on this subject edited by members of the well-established European Early Childhood Education Research Association Outdoor Play and Learning SIG (OPAL). Chapters written by authors from Europe, North and South America, Australasia and Asia Pacific countries are organised into six sections:

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Paul Connolly, Andy Biggart, Dr. Sarah Miller, Liam O’Hare and Allen Thurston all at Queen’s University Belfast

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Jack Marwood Primary schoolteacher and blogger

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DESIGNING RESEARCH IN EDUCATION
Concepts and Methodologies
Edited by Jon Swain

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December 2016 • 280 pages
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**BIG DATA, CODE AND EDUCATION**

**Ben Williamson** University of Stirling

Governments, researchers and commercial companies are only beginning to understand the potential that big data offers in informing policy ideas, contributing to the development of new educational tools and innovative ways of conducting research. This cutting-edge overview explores big data and the related topic of computer code to examine the implications for education and schooling for today and the near future. Key topics include:

- the role of learning analytics and educational data science in schools
- a critical appreciation of code, algorithms and infrastructures
- the rise of ‘cognitive classrooms’, and the practical application of computational algorithms to learning environments
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**Jean McNiff** York St John University

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**Colin Forster and Rachel Eperjesi** both at University of Gloucestershire

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- TECH Connections highlight ways that technology can be used to facilitate the research process.

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- Daniela Sime, School of Social Work & Social Policy, University of Strathclyde

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