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PLANNING FOR LEARNING IN THE EARLY YEARS FOUNDATION STAGE

Jo McEvoy and Samantha McMahon
both at Huddersfield University

This practical text supports early years students and practitioners to build confidence in planning for learning across all stages of the EYFS and in the many different contexts in which it is delivered. It brings theory, principles and practice together with guidance on how to use ‘Development Matters’. Throughout, opportunities for reflection and further reading will support readers to develop their own practice. Exemplars of good planning from a range of settings provide practical examples. The book begins with an overview of the EYFS statutory guidance and discusses the purpose of planning and the principles that underpin effective planning. It also advocates a holistic approach to curriculum planning, exploring the 7 areas of learning and development and highlighting the importance of planning for the Characteristics of Effective Learning.

CONTENTS
Part 1: Overview of Planning in the EYFS / The Planning Context / Principles of Planning / Part 2: Planning for Learning / Planning for the Prime Areas of Learning / Planning for the Specific Areas of Learning / Planning the Learning Environment / Part 3: Planning for Ages and Stages / Planning for Babies and Toddlers 0-23 Months / Planning for Two Year Olds (24-35 Months) / Planning for Pre-Schoolers (36-47 Months) / Planning the Reception Year (48-60 Months) / Part 4: Ensuring Quality and Outcomes / Monitoring and Evaluating the Quality of Planning

April 2019 • 200 pages
Cloth (9781526439123) • £65.00
Paper (9781526439130) • £23.99

LEARNING THREADS FOR THE EYFS

Practical activities for 3-5 year olds

Eleanor Hoskins Manchester Metropolitan University

This text offers practical ideas and guidance for activities through which all areas of the EYFS can be delivered. Each chapter presents a different Learning Thread. For each thread, the author details a number of activities, lists effective resources and most importantly explores opportunities for child initiated learning. Ideas for role play areas and further scope for learning in each thread are also covered. The text demonstrates how these activities can be used whilst planning continuous provision.

This book also:
• demonstrates how activities link to the EYFS framework directly
• offers practical guidance on what to do in settings and with children to enhance their learning
• shows how learning can be ‘blended’ as all learning threads offer links across the prime and specific areas.

CONTENTS
Learning Thread: Beaches and Blue Seas / Learning Thread: Space and Sparkling Stars / Learning Thread: Dangerous Dinosaurs / Learning Thread: Wacky and Wonderful Weather / Learning Thread: A Place We Call Home

February 2019 • 208 pages
Cloth (9781526450050) • £60.00
Paper (9781526450067) • £21.99

EARLY CHILDHOOD STUDIES

A Student’s Guide

Edited by Damien Fitzgerald Sheffield Hallam University and Heloise Maconochie Purdue University Fort Wayne

Student focused and designed to support critical thinking, this brand new textbook is mapped to early childhood degrees and is designed to cover the breadth and depth of content across the course. Focused on seeing children in the context of the world they live in, it provides students with a range of perspectives, insights and latest thinking. By doing this, it helps readers understand the complexities of early childhood and critically navigate ever-changing policy and practice.

A range of features in the book and online resources include:
• an extensive Glossary in the book along with online flashcards
• video insights from academics and practitioners
• student perspectives at the start of each chapter
• further reading resources in the book and online to enable wider reading
• spotlight on research and reflection points to develop critical thinking skills
• case study scenarios of real-life settings
• action point activities to put theory into practice.

CONTENTS

November 2018 • 464 pages
Cloth (97815473997943) • £75.00
Paper (97815473997950) • £25.99
CHILD OBSERVATION
A Guide for Students of Early Childhood
Fourth Edition
Ioanna Palaiologou Institute of Education, University College London

This key text enables students to appreciate and understand the central role of observation for understanding, planning for and educating early years children. The text explores the theoretical background to child observation and links it back to practice. Recent important research in the field of child observation are highlighted and the text considers the ethical implications of research in early childhood. This fourth edition has been updated throughout and includes a new chapter on observing remotely - supporting those to observe via video link. It is essential reading for all those studying for degrees and foundation degrees in early childhood, early years and related disciplines and for Early Years Teacher candidates.

CONTENTS
Policy Context and Observation / The Pedagogy of Early Childhood Education / The Role of Observation in Early Childhood Education / Observation Techniques / Analysing and Documenting Observations / Ethical Implications / Observing for Development / Observing for Research / Observing Children Remotely / Observing for the Curriculum

PROFESSIONAL KNOWLEDGE & SKILLS IN THE EARLY YEARS
Verity Campbell-Barr Plymouth University

Debates frequently focus on the role of training as an indicator of quality, but far less attention is given to understanding how to work effectively with young children, and how the knowledge to do this is built. This book examines the development and sources of this 'know-how' - from the knowledge the early years workforce already have to the knowledge they will develop in their practical and theoretical training. This also includes the knowledge that cannot be described but is nonetheless important in guiding the daily work of the early years sector. Both theoretical and practical knowledge are brought together while encouraging critical consideration of alternative forms of knowledge such as attitudes and beliefs. Providing international examples and theoretical discussions on the challenges and rewards of working in the early years, this book seeks to identify, recognise and celebrate how those who work in early years education deliver best practice when working with young children.

CONTENTS
What Does It Mean to be a Professional in the Early Years? / Quality in the Early Years and Early Years Training / Knowledge in the Early Years / The Early Years Knowledge-base / Concepts of Childhood, from Self to Society / Emotional Knowledge / Learning in Practice
Early Childhood / Early Years

NEW EDITION!

CHILD DEVELOPMENT FOR EARLY YEARS STUDENTS AND PRACTITIONERS

Fourth Edition
Sally Neaum Teesside University

This accessible guide to child development is for students of degrees and foundation degrees in Early Years, Early Childhood Studies and related disciplines and for early years practitioners. It introduces the context of child development, how we can develop an understanding of this development and how early years practitioners can support this in practice. It considers the biological/social debate, explores holistic development, examines factors affecting development and includes a chapter on reflective practice. This fourth edition has been updated throughout with a new chapter on ‘Starting with the child’ which considers the complexity of children’s development and argues that it is not always a straightforward progression. It also includes added content on leadership in the early years from contributor Rose Envy.

CONTENTS

March 2019 • 224 pages
Paper (9781526466891) • £19.99
Cloth (9781526466884) • £65.00

BESTSELLER!

THE EARLY YEARS FOUNDATION STAGE

Theory and Practice
Third Edition
Edited by Ioanna Palaiologou Institute of Education, University College London

This bestselling textbook continues to provide comprehensive coverage of the revised Early Years Foundation Stage (EYFS) curriculum, and is the ideal companion for anyone undertaking any Early Years or Early Childhood Studies course, or those working towards Early Years Teacher Status (EYTS).

2016 • 612 pages
Online resources
Cloth (9781473908192) • £70.00
Paper (9781473908208) • £24.99

EARLY LEARNING IN THE DIGITAL AGE

Edited by Colette Gray Stranmillis University College and Ioanna Palaiologou Institute of Education, University College London

Examining digital practices in early childhood education, this book seeks to inform the discussion on how digital technologies might be integrated into play-based pedagogy. It also considers how to demonstrate effective practice which enhances children’s learning and development. With a range of international contributors, perspectives, and case studies, the fusion of play and portable technology is explored through contemporary research in this new book.

CONTENTS

March 2019 • 224 pages
Cloth (9781526446824) • £85.00
Paper (9781526446831) • £27.99

DIGITAL PLAY IN EARLY CHILDHOOD

What’s the Problem?
Mona Sakr Middlesex University

Critically examining the fears that commonly surround young children’s play involving digital technologies, this book addresses each of the negatives and presents the positive possibilities of technology when it comes to early childhood. Using observations of children in play and cutting-edge research, this book will empower students and build their confidence so that they are able to challenge perceptions and think creatively about how they can use technology. Each chapter includes case studies, research spotlights, activities and annotated further reading to help students develop their critical thinking, deepen their research and connect theory with practice.

CONTENTS
Digital Technologies and Social Interaction / Physical Engagement with Digital Technologies / Imagination in Digital Environments / Information Literacy as part of Digital Play / Managing Attention in Digital Environments / Outdoor Play with Digital Technologies / Digital Technologies and Sensory Experience / Sense of Self in Digital Play / Digital Play in Context

October 2019 • 184 pages
Cloth (9781526474575) • £75.00
Paper (9781526474568) • £24.99

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THE SAGE HANDBOOK OF DEVELOPMENTAL PSYCHOLOGY AND EARLY CHILDHOOD EDUCATION

Edited by David Whitebread University of Cambridge with Valeska Grau Pontificia Universidad Catolica de Chile, Kristiina Kumpulainen University of Helsinki, Megan McClelland Oregon State University, Deborah Pino-Pasternak Murdoch University and Nancy Perry The University of British Columbia

With the expertise of a body of international contributors from Australia, Canada, USA, UK, Finland, The Netherlands, Italy, Greece and Chile, this handbook explores key in-depth issues in quality Early Childhood Development and Education. Unlike previous publications in the discipline, this title combines research and practice to investigate emotional and social development, wellbeing and mental health, language, cultural environments, as well as the role of parents in a child’s development. It is divided into six key parts:

• Part I: Emotional Development
• Part II: Social Development
• Part III: Play, Development and Learning
• Part IV: Memory and Understanding
• Part V: Learning and Language
• Part VI: Executive Functions, Metacognition and Self-Regulation

July 2019 • 500 pages
Cloth (9781473975903) • £120.00

A PRACTICAL GUIDE TO TEACHER WELLBEING

Elizabeth Holmes

Teacher wellbeing, or a lack of it, is a major concern for the teaching profession. Research shows that there is a recruitment and retention crisis with over a third of the school, FE and HE profession expecting to leave by 2020. This is a practical guide that will help trainee teachers prepare for what is, undoubtedly, a demanding job. It supports new teachers to be aware of themselves and to understand the schools and teaching sector so they better anticipate pressures and find their own way forward. With solutions and strategies that can be taken into practice, this guide will help new and early career teachers establish that all-important work/life balance and avoid burn out.

This book:
• supports trainees with the pressures of teacher training
• prepares them for the world of work
• helps support them to enter the profession
• highlights working with colleagues and seeking support.

CONTENTS
Why Does Wellbeing Matter? / Causes of Stress in Teaching / The Positive and the Negative (The Good and the Bad) / Making Stress Work for You / Asking for Help / Strategies for Every Day / Anxiety / Transforming Sleep / Maintaining Balance/Retreat / Resources

December 2018 • 112 pages
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“An excellent course”
WHY THE BRAIN MATTERS
A Teacher Explores Neuroscience
Jon Tibke Education Consultant

Educational neuroscience is one of the most hotly debated areas of research and is often misrepresented with grand claims for what it means for teaching and learning. Is each side of the brain responsible for different types of mental activity? Can listening to Mozart improve long-term brain function? Can neuroscience help with reading, or student motivation? In this book, teacher, education consultant and researcher Jon Tibke fact-checks prevailing ‘neuromyths’ by shining a light on what scientific research is truly relevant for the classroom and exploring the current limits of our understanding. Evidence informed and complemented by thought-provoking practical tasks, this book will challenge readers to think critically about the human body’s most complex organ.

CONTENTS
Why Do You Need to Know Anything About the Brain? / What Should You Know About the Brain? / What Your Pupils Should Know About their Brains / The Neuromyths / How to Keep up with Reliable and Accurate Information / The Brain and the Pre-School, Primary and Secondary School Years / How Can Schools Become Involved in and Influence Research? / Famous Brains in Education: Temple Grandin and Barbara Arrowsmith-Young / Skills, learning Needs and the Brain / What Lies Ahead?

CORWIN LTD
February 2019 • 216 pages
Cloth (9781473992900) • £60.00
Paper (9781473992917) • £19.99

TEACHING CREATIVE AND CRITICAL THINKING IN SCHOOLS
Russell Grigg Education Inspector for the Ministry of Education, Abu Dhabi and Helen Lewis University of Wales, Trinity Saint David

Research-based and highly practical, this book provides guidance on how to develop creative and critical thinking through classroom teaching.

Key coverage includes:
- classroom-ready ideas to stimulate high-order thinking
- how to think critically and creatively across all areas of the curriculum
- case studies from primary, secondary and special schools
- philosophical approaches that give pupils the space to think and enquire.

This is essential reading for anyone on university-led and schools-based primary and secondary initial teacher education courses including undergraduate (BEd, BA QTS), postgraduate (PGCE, SCITT), School Direct, Teach First and employment-based routes and also anyone training to work in early years settings.

CONTENTS
What Do We Mean by Thinking? / What Can We Learn from History of Thinking, Childhood and Schooling? / Why Teach Thinking Skills? / Thinking Routines / Thinking Hats / Thinking Maps / Thinkers Keys / Philosophical Approaches / Cognitive Acceleration / Dispositional Approaches (Habits Of Mind) / Case Studies / Some Concluding Thoughts

December 2018 • 280 pages
Cloth (9781526421203) • £70.00
Paper (9781526421203) • £23.99

Whether prepping for the Skills Tests or looking for a go-to companion covering everything on getting into teacher training, let your prospective trainees know about our popular pre-application guides!
THE TRAINEE TEACHER'S HANDBOOK
A companion for initial teacher training
Carol Thompson Bedfordshire University and Peter Wolstencroft Coventry University

This book helps trainees to focus on developing their professional practice through understanding, reflection and experimentation. Its practical structure and learning features help readers to recognise their own learning needs and set their own targets.

February 2018 • 248 pages
Cloth (9781526423986) • £65.00
Paper (9781526423993) • £23.99

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 into practice.

2017 • 206 pages
Cloth (9781526402851) • £60.00
Paper (9781526402868) • £18.99

A TO Z OF CLASSROOM BEHAVIOUR
Tracey Lawrence Headteacher, Danemill Primary School

Behaviour, and how to deal with it, is a concern for trainee, new and experienced teachers. Alphabetical entries cover things like ADHD, low level behaviour and mood hoovers, and contain case studies from Primary and Secondary schools. Strategies and advice on how to deal with common issues are presented in bite-sized chunks, so this book allows teachers to find what they need quickly. Links throughout show readers who to follow on Twitter for further advice, support and collaboration.

May 2019 • 224 pages
Cloth (9781526464262) • £60.00
Paper (9781526464279) • £19.99

WRITING ACADEMIC ASSIGNMENTS FOR TEACHER TRAINING
A student's guide
Rebecca Austin Canterbury Christ Church University

This book enables trainees to approach their assignments with confidence and understanding. It highlights the value and purpose of assignments, emphasizing the link between assignments and informed teaching practice. The importance of engaging with the academic community and knowing what is going on in research and knowledge in the field of education is also addressed. Features include a ‘how to’ section which takes students through the process of reading and writing academically plus extracts from ‘real’ assignments that demonstrate the dos and don’ts of assignment writing.

June 2019 • 144 pages
Cloth (9781526470607) • £65.00
Paper (9781526470614) • £17.99

CLASSROOM BEHAVIOUR
A Practical Guide to Effective Teaching, Behaviour Management and Colleague Support
Fourth Edition
Bill Rogers Independent Educational Consultant, Victoria

Bill Rogers’ much-loved book provides both teachers and trainee teachers with a complete behaviour management toolkit. Exploring real situations, offering practical advice and exploring best practice, it looks at issues facing teachers working in today’s classrooms.

May 2019 • 332 pages
Cloth (9781446295199) • £78.00
Paper (9781446295335) • £24.99

A QUICK GUIDE TO BEHAVIOUR MANAGEMENT
Bob Bates, Andy Bailey and Derek Lever all Independent Consultants

Bestselling author of Learning Theories Simplified Bob Bates, together with former head teachers Andy Bailey and Derek Lever, offer one-stop support for all teachers in this book. Whether working with children, young people or adults it will help teachers:
• understand why challenging behaviour occurs
• learn how to be a great teacher in the face of challenging behaviour
• recognise a range of personalities they may encounter in the classroom and the strategies for dealing with them.

May 2019 • 160 pages
Cloth (9781526424648) • £60.00
Paper (9781526424655) • £19.99
ASSOCIATION IN THE PRIMARY CLASSROOM

Principles and practice

Sarah Earle Bath Spa University

Assessment has become an increasingly complex area for primary schools in recent years, with schools and academy trusts trying to create their own ways of assessing without levels. Trainee teachers find it hard to understand key principles in assessment when practice in each of their school experiences is so varied. This ‘essentials’ book supports trainee and beginning teachers to understand the current context and consider essential principles for good practice in primary assessment.

The book:
- features explanations of key terminology
- includes practical examples from classrooms and schools
- supports teacher assessment literacy
- explores the assessment system as a whole
- covers formative and summative assessment, pupil progress, data and moderation.

CONTENTS

- Key Terms
- Formative Assessment for Teachers
- Formative Assessment for Pupils
- Summative Assessment
- Pupil Progress
- Using Data
- Moderation for Professional Learning

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TEACHING EAL LEARNERS IN PRIMARY SCHOOLS

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Jean Conteh University of Leeds

As the number of children for whom English is an Additional Language in schools increases, how do teachers and trainees prepare to support them to succeed? This text is their toolkit, a complete guide to understanding, learning from and teaching bilingual and EAL children in schools. The text begins by asking ‘who are EAL learners?’ and challenges some of the misconceptions about this group. It goes on to examine language in depth, providing focused theory to help teachers examine language in depth, providing focused theory to help teachers understand key principles in assessment when practice in each of their school experiences is so varied. This ‘essentials’ book supports trainee and beginning teachers to understand the current context and consider essential principles for good practice in primary assessment.

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MINDSETS FOR TEACHERS

Growing learners in the classroom

Edited by Sherria Hoskins
University of Portsmouth

Growth Mindsets are recognised as a powerful teaching and learning tool. To avoid misunderstanding, misuse or oversimplification, this new book explores what Mindsets are, what they are not and how effective use of them can support and enhance learning and teaching. It takes a focused look at whether a more general approach to mindsets for all learning in the classroom is more effective than a subject specific approach and explores who Mindsets can work for. It includes a chapter on Mindsets and SEN and also looks at wider issues of self-esteem, mental health and wellbeing. It offers clear guidance backed up by research and avoids quick fixes or suggestions with little evidence base. The text will appeal to teachers as a pragmatic and trusted guide to a well-known strategy proven to enhance learning.

CONTENTS

What are Mindsets and Where did they Come from? / Mindset Mythbusting / Research Findings from Around the World / Who do Mindsets Work for? / Mindsets and Self-Efficacy / Is it Ever too Late? / Mindsets in the Classroom / Mindsets and the Curriculum / Mindsets and Mental Health and Wellbeing / Questions and Challenges / Looking Ahead - Do Mindsets Have a Long-Term Impact on the Learning of Individuals?
This book is a really rich source of research, ideas and advice to get trainees started. It will hopefully get them excited by the big ideas that bring education to life but it is also pragmatic and ‘grounded’ in the reality of primary schools today. Importantly it also gives insights into international comparisons and ways of doing education.”

- Samantha Twiselton

When learning to teach, practical experience in the classroom is as essential as learning from others and being able to reflect on your own learning and performance. Equally important is the ability to critically evaluate learning and teaching. This new, extensive, core text from Learning Matters comprehensively covers professional studies modules and goes beyond to support trainees on placements and in their learning on the course. Learning features throughout have been designed to help students develop their understanding, broaden their perspectives, think more critically and apply theory to practice; these include:

- Case Studies to apply learning to real-life school contexts
- Key Readings to encourage wider reading, broaden perspectives and offer practical ideas for the classroom
- Key Theory features introduce and summarise big ideas, theories and research
- Critical Questions direct reflection and, help students to engage with what they’re reading and encourage critical responses
- Classroom Links highlight good practice, provide practical ideas and show how to implement these in the classroom
- Assignment features offer helpful points to consider and practical advice for writing assignments on chapter topics, which act as great starting points.

CONTENTS


How did this book come about?

The World of Initial Teacher Education is constantly changing and so it felt timely to develop a new core text for primary student teachers.

We spoke to nearly 50 lecturers and students at over 35 institutions to gain perspectives on what was needed and wanted. These people have helped shape the development of this brand new book, right from the concept through to the final product!

We found that students want a core text that offers a combination of practical, pragmatic ideas that link directly to the classroom and makes links to quality research and evidence. However, we did not want to simply provide information, facts and case studies but wanted to get students to think about and challenge aspects of primary education.

The route to becoming a great teacher is littered with a multitude of conversations and questions that shape our practice and invite us to reflect. We hope that the text provides this.
A BROAD AND BALANCED CURRICULUM IN PRIMARY SCHOOLS

Educatng the whole child

Edited by Susan Ogier
University of Roehampton

As pressures of standardised testing and the focus on English and maths impact on teaching time, how can teachers ensure that the curriculum truly is broad and balanced? How do we ensure that we are educating the whole child? This book provides both an exploration of the current challenges in the curriculum as well as practical guidance on how to tackle them. This book is needed to contextualise the current situation and to inform and inspire today’s teachers to teach across the curriculum.

CONTENTS

EXPLORING THE PRIMARY CURRICULUM

NEW EDITION!

TEACHING GRAMMAR, PUNCTUATION AND SPELLING IN PRIMARY SCHOOLS

Third Edition

David Waugh University of Durham,
Claire Warner Freelance Educational Consultant and Rosemary Waugh Queen Margaret’s School

This popular text explores and provides the subject knowledge trainees need to teach grammar, punctuation and spelling and gives guidance on how to teach it. It includes lots of examples and teaching ideas as well as detailed examples of effective lessons that show readers how to engage children’s interest in some of the more formal aspects of writing. Activities and practical examples throughout demonstrate how this learning can be translated into the classroom. This third edition has been updated to include more examples of children’s responses, as well as a new chapter on teaching grammar across the curriculum to support a more integrated approach to the teaching of grammar.

CONTENTS
Teaching Grammar / Words / Why Spelling Matters / Spelling and Phonics / Teaching Spelling Rules, Generalisations and Tricky Words / Punctuation / Apostrophes / Phrases, Clauses and Sentences / Putting it All Together / Teaching Grammar Across the Curriculum

TRANSFORMING PRIMARY QTS SERIES

NEW EDITION!

UNDERSTANDING SUBJECT KNOWLEDGE FOR PRIMARY TEACHING

Deborah Pope University of Chester

How can trainee teachers begin their careers with a clear understanding of all the curriculum subjects? This book addresses the nature of subject knowledge in all foundation curriculum subjects. It deconstructs the elements of each subject through an exploration of the nature of the subject, a coverage of the ‘skills’ a study of this subject develops and through detailed analysis of case studies from practice. At a time when concerns about the lack of breadth in the primary curriculum being voiced, this book supports busy trainee teachers to truly understand and be ready to teach all curriculum areas.

CONTENTS
Science / Computing / Design and Technology / Art and Design / Music / Physical Education / Languages / History / Geography / Religious Education / Making Connections

NEW EDITION!

TEACHING SYSTEMATIC SYNTHETIC PHONICS IN PRIMARY SCHOOLS

Third Edition

Wendy Jolliffe University of Hull, David Waugh University of Durham and Angela Gill

This text supports trainee teachers working towards Primary QTS through a balance of research and practice that allows trainees to develop an in-depth understanding of what works in phonics teaching and why. It begins with the subject knowledge that underpins effective teaching - key aspects of the alphabetic code from discriminating sounds and phonemes to teaching long vowel phonemes and their different spellings and pronunciations. It then goes on to explore pedagogy from the early years to Key Stage 2 giving guidance on, among others, systematic progression, intervention and multi-sensory and interactive methods. The title includes a review of different popular phonics programmes, set against the DfE (2011) criteria for high-quality phonics teaching.

This new edition also comes with:
• a new audit and test section at the end of each chapter for students to check their understanding
• a new chapter on using technology to support the teaching of phonics.

CONTENTS
Section 1: Subject Knowledge for Teachers / Discriminating Sounds and Phonemes / Challenges / Grapheme–Phoneme Correspondences and ‘Tricky’ or Common Exception Words / Decoding and Encoding Text / Long Vowel Digraphs – The Advanced Alphabetic Code / Phonics into Spelling / Section 2: Effective Pedagogy / Teaching Phonics in the Early Years / Multi-Sensory and Interactive Methods / Teaching a Systematic Structured Progression / Planning for Phonics / Tracking and Assessing Pupils’ Learning and Effective Intervention / Teaching Phonics in Key Stage 2 / Using a Range of Programmes and Resources / Using Technology to Support the Teaching of Phonics

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Having a good working knowledge of children’s literature is vital for primary teachers and the best way to develop switched-on young readers is to ensure they get access to high-quality age-appropriate material that engages and inspires them. This book explores the rich and varied world of children’s literature and how it can be used in teaching to promote reading for pleasure and create lifelong readers.

Key features of this new edition:
- covers digital literacy and use of technology
- up-to-date lists of key texts to introduce into classrooms
- lots of practical activities in every chapter
- explores comic books and graphic novels
- expanded discussion of home-school links.

This is essential reading for anyone studying primary English on initial teacher education courses, including undergraduate (BEd, BA with QTS), postgraduate (PGCE, PGDE, School Direct, SCITT), and for teachers undertaking CPD in English, literacy or children’s literature.

CONTENTS
Children’s Literature and Reading: What Counts as Knowledge? / Reading Teachers / Patterns of Children’s Reading / Narrative and Story / Aspects of Fiction / Traditional Stories and Fairy Tales / Fantasy / Realism / Back in Time: Revisiting the Past Through Children’s Literature / Classic Children’s Books / Picturebooks / Illustrated Fiction, Comics and Graphic Novels / Non-fiction / The Pleasure of Poetry / Humour: A Serious Business / The Reading School: Developing a Reading Culture / The Reading Classroom: Teachers and Children Reading Together

June 2019 • 424 pages
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INSPIRING WRITING IN PRIMARY SCHOOLS
Second Edition

Liz Chamberlain Open University

The second edition of this popular book includes a new ‘charting your progress’ feature for more focused coverage of assessment, new content on highlighting opportunities for teaching SPAG as part of teaching writing and more examples of writing for a digital audience. This practical text provides trainee teachers with exemplar lessons that encourage purposeful writing across the curriculum alongside a detailed exploration of what makes them good, and the theory behind them. It encourages trainees to consider the teaching of writing critically and to envisage how they can shape lessons for their own teaching. In starting with teaching then exploring theory, the text mirrors how many trainees will learn.

CONTENTS
Children and their Writing / Writing is Not a Subject / Writing and the National Curriculum / Charting the Writing Journey / Teachers as Readers and Teachers as Writers / Becoming a Historical Enquirer / Creating a Geographical Soundscape / Telling Stories Using Story Stones / Inspiration Through Quality Texts / Poetry Through Found Words / Researching Through Digital Devices / Writing Beyond the Classroom

ASSESSING CHILDREN’S WRITING
A best practice guide for primary teaching

Kate Allott York St John University

The demands of the English programme of study have left some teachers unsure about some of the features of writing they are expected to teach and assess. There is also a danger that the current approach to assessment is resulting in a mechanistic approach to writing which does not result in better writing or positive attitudes to writing. This book provides the support that trainee and beginning teachers need to teach and assess writing. The book covers all the main aspects of writing, both compositional and transcriptional, including those where the National Curriculum has very little detail. It addresses children’s writing from the very earliest stages through the whole primary age range and each chapter features a range of writing samples, as well as comprehensive step-by-step guidance on how to assess each aspect of writing.

CONTENTS
Becoming a Writer / Early Writing Development / Fiction / Non-Fiction Writing / Poetry / Sentence Level Aspects of Writing – Sentence Variation / Vocabulary Choice / Punctuation / Spelling / Handwriting / Writing at Home / The Curriculum and Statutory Assessment / Conclusion: Where Next with the Assessment of Writing?

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MASTERY MATHEMATICS FOR PRIMARY TEACHERS

Robert Newell Institute of Education, University College London

This book explores how mathematical mastery, influenced by East Asian teaching approaches, can be developed in a UK context to enhance teaching and deepen children’s mathematical knowledge. It gives guidance on using physical resources to demonstrate key concepts, extended examples on how to teach different curriculum topics and how to plan for small-step progression.

Key coverage includes:
- key terminology in mastery-style teaching
- the challenges in implementing a mastery approach
- the use of manipulative resources for deeper understanding
- an analysis of mastery and related schemes of work currently available
- assessing mastery
- how to apply mastery concepts in the early years.

CONTENTS
The Context for Mathematics Teaching / What is Mastery Teaching at Primary Level? / Key Terms and Features of Mastery Teaching / Manipulatives: Their Purpose and Use in a Mastery Approach to Teaching / Planning for Small-Step Progression / Mastery in the UK / Teaching for Mastery / Planning and Schemes of Work / School Models for Teaching Mastery / Assessment and Mastery / Early Years Mastery

NEW EDITION!

LEADING PRIMARY MATHEMATICS

Catherine Foley University of Reading, Jane McNeill Oxford Brookes University and Stephanie Suter University of Worcester

This book provides guidance and insight into ‘what mathematics leadership looks like in practice’ and shows readers how they can develop from a confident teacher into a curriculum subject leader. It does this through a careful blend of pedagogy and practical application, supported by a range of real-world case studies and opportunities to reflect critically on classroom practice.

Key coverage includes:
- the planning and application that underpins subject leadership
- how international perspectives can influence leadership of mathematics
- how to develop fluency through problem solving and reasoning
- how to champion inclusive practice in mathematics
- assessing children’s understanding

This is essential reading for anyone studying primary mathematics on initial teacher education courses, including undergraduate and postgraduate routes, NQTs seeking to develop into curriculum leadership roles and those already leading mathematics in their school.

CONTENTS
Section A: Leading Primary Mathematics / Becoming a Leader of Mathematical Learning / Attitudes, Beliefs and Mindsets / Section B: Extending Pedagogy / International Perspectives / Mathematical Representation / Developing Fluency / Problem Solving and Reasoning / Section C: Leading Inclusive Mathematics Teaching / Assessing Mathematical Learning / Inclusive Practice in Mathematics / Overcoming Barriers to Learning in Mathematics / Mathematics Across the Curriculum / Section D: Continuing Development / Children and Families: Partners in Learning / Continuing Professional Development

BESTSELLER!

TEACHING MATHEMATICS IN THE SECONDARY SCHOOL

Third Edition

Paul Chambers formerly at Edge Hill University and Robert Timlin Teacher

This fully updated third edition looks at the fundamentals of mathematics teaching, how to plan lessons and assess learning, and how to promote an inclusive approach in the classroom.

Key new features include:
- updated content reflecting the 2014 National Curriculum in England, the Teachers’ Standards and revised requirements for GCSE and A level mathematics
- updated ‘Evidence from research’ features, highlighting developments in the field
- an expanded section on mathematical misconceptions
- new coverage on teaching for mastery.

CONTENTS
Teaching Mathematics / Fundamentals of Teaching Mathematics / Planning to Teach a Mathematics Lesson / The Elements of a Mathematics Lesson / Learning Mathematics / Assessment / Teaching for Inclusion / Teaching Different Topics / ICT in Mathematics Teaching / Continuing Professional Development

YES, BUT WHY? TEACHING FOR UNDERSTANDING IN MATHEMATICS

Ed Southall University of Huddersfield

This book sheds light on the hidden connections between everything in mathematics at school. It allows teachers to teach the subject with confidence and understanding rather than a set of random rules.

CONTENTS
Teaching Mathematics / Fundamentals of Teaching Mathematics / Planning to Teach a Mathematics Lesson / The Elements of a Mathematics Lesson / Learning Mathematics / Assessment / Teaching for Inclusion / Teaching Different Topics / ICT in Mathematics Teaching / Continuing Professional Development

DEVELOPING AS A REFLECTIVE SECONDARY TEACHER

March 2019 • 264 pages
Cloth (9781473974272) • £75.00
Paper (9781473974289) • £24.99

Available as inspection copy for lecturers
MATHEMATICS EXPLAINED FOR PRIMARY TEACHERS
Sixth Edition
Derek Haylock Education Consultant

To help teachers confidently teach mathematics in primary school, this book develops their understanding of mathematical concepts and processes and how children learn them. This new edition of Derek Haylock’s popular book has been updated to highlight mastery approaches to teaching mathematics and how to apply these in the classroom. Every chapter integrates children’s learning, classroom practice, and teacher subject knowledge, making this the ultimate primary mathematics resource for teacher training and beyond. The new edition also includes:

• a fully updated free interactive ebook for a more streamlined experience
• expanded downloadable lesson plans and worksheets for use in the classroom
• newly animated problem solved videos taking readers through key concepts step by step
• revised knowledge checks to help identify areas for improvement and extend understanding through further practice
• MCQs and self assessment questions to test understanding before progressing
• a refreshed and updated design for easier navigation

CONTENTS
Section A: Mathematical Understanding / Primary Teachers’ Insecurity About Mathematics / Mathematics in the Primary Curriculum / Learning How to Learn Mathematics / Section B: Mathematical Reasoning and Problem Solving / Key Processes in Mathematical Reasoning / Modelling and Problem Solving / Section C: Numbers and Calculations / Numbers and Place Value / Addition and Subtraction Structures / Mental Strategies for Addition and Subtraction / Written Methods for Addition and Subtraction / Multiplication and Division Structures / Mental Strategies for Multiplication and Division / Written Methods for Multiplication and Division / Section D: Further Number Concepts and Skills / Natural Numbers: Some Key Concepts / Integers: Positive and Negative / Fractions and Ratios / Decimal Numbers and Rounding / Calculations with Decimals / Proportionality and Percentages / Section E: Algebra / Algebraic Reasoning / Coordinates and Linear Relationships / Section F: Measurement / Concepts and Principles of Measurement / Perimeter, Area and Volume / Section G: Geometry / Angle / Transformations and Symmetry / Classifying Shapes / Section H: Statistics and Probability / Handling Data / Comparing Sets of Data / Probability

November 2018 • 504 pages
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Paper & Interactive eBook (9781526455840) • £28.99

STUDENT WORKBOOK
MATHEMATICS EXPLAINED FOR PRIMARY TEACHERS
Derek Haylock Education Consultant

This is the perfect companion to Mathematics Explained for Primary Teachers, 6th edition and now comes with over 800 questions! With detailed solutions, explanatory notes and tightly mapped to the main book, the Student Workbook gets students practicing what they’ve learnt to help build confidence. It enables them to:

• Check their knowledge of terminology and understanding of key concepts and principles.
• Develop their problem solving by apply mathematical skills to real-life situations and through mathematical puzzles, problems and investigations.
• Enhance their teaching by considering how to respond to children’s errors and misunderstandings, how to evaluate different teaching approaches and how to develop classroom ideas that promote understanding and mastery.

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- **KNOWLEDGE CHECKS**
  Students can test where their knowledge currently sits in order to consolidate their learning. Practice makes perfect!

- **CURRICULUM LINKS**
  Quick, interactive references in one easy-to-access place make lesson planning and assignment writing easier.

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I would use the eBook when revising or preparing for an assignment as I can search for specific words easier.

— Robert

I have a long commute to university and my placement schools, so being able to access the eBook online as a remote resource makes it much easier.

— Olivia

Available as inspection copy for lecturers
Primary Education / SEND & Inclusion

**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 London

This text covers the important skills of classroom management, planning, monitoring and assessing in Primary Science. The new edition now comes with online lesson ideas, notes on planning and a full copy of the English PoS in the Primary National Curriculum.

**ACHIEVING QTS SERIES**

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**STEM IN THE PRIMARY CURRICULUM**

Helen Caldwell, University of Northampton and Sue Pope, Manchester Metropolitan University

How can teachers harness the power of STEM education and learning in the primary curriculum? This book gives practical STEM ideas for the classroom and supports teachers to make the most of opportunities for rich STEM experiences across the primary curriculum.

**Contents**

- explores the nature of STEM education and why it matters
- highlights the opportunities for STEM learning across the curriculum
- supports teachers to design and innovate engaging STEM learning experiences
- includes a chapter on STEM in the early years.

**EXPLORING THE PRIMARY CURRICULUM**

March 2019 • 176 pages

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**SPECIAL EDUCATIONAL NEEDS AND DISABILITIES**

Issues and Debates

Trevor Cotterill, Derby University

Offering more than just advice for classroom practice, this core text focuses on the issues and debates surrounding SEND to encourage readers to think critically and reflect upon topical issues and their relation to practice. The author bridges the gap between issues and debates in the wider context, and specific areas of debates and discourse surrounding specific learning difficulties, drawing on a continuation of themes and evidence-based research. Each chapter includes a range of learning features to encourage criticality and deepen understanding, such as:

- exercises and activities
- case studies
- pause for reflection boxes
- recommended reading

Taking an interdisciplinary and globally comparative approach, and drawing on a range of perspectives, this book will equip both students and professionals with a critical overview of contemporary research, alongside policy and legislation.

**Contents**

- Issues and Debates into the Aetiology of SEND / Critical and Global Perspectives / SEND, Inclusion and Current Legislation / Professionalism, Ethical Practice and Safeguarding / Profound and Multiple Learning Difficulties / Language, Literacies and Dyslexia / Autistic Spectrum Disorder / Attention Disorders (ADD, ADHD) / Cognitive Diversity (Dyscalculia, Cognitive Disability) / Physical Diversity (Physical Impairment) / Diversity in Communication, Speech and Language Development / Mental Health and Wellbeing

**THE DYSCALCULIA TOOLKIT**

Supporting Learning Difficulties in Maths

Third Edition

Ronit Bird, Teacher, London

This new edition of the bestselling resource for maths teachers now comes with over 200 activities and 50 games, new and improved illustrations, an expanded list of recommended readings, useful websites and resources, plus exclusive access to a brand new companion website featuring demo videos of games and activities.

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This handbook examines policy and practice from around the world with respect to broadly conceived notions of inclusion and diversity within education. It sets out to provide a critical and comprehensive overview of current thinking and debate around aspects such as inclusive education rights, philosophy, context, policy, systems, and practices for a global audience. This makes it an ideal text for researchers and those involved in policy-making, as well as those teaching in classrooms today.

- **Part I:** Conceptualizations and Possibilities of Inclusion and Diversity in Education
- **Part II:** Inclusion and Diversity in Educational Practices, Policies, and Systems
- **Part III:** Inclusion and Diversity in Global and Local Educational Contexts

**THE SENCO HANDBOOK**
Sarah Martin-Denham and Steve Watts both at University of Sunderland

This Handbook will give aspiring and practising SENCOs, teachers, Headteachers and Governors an in-depth knowledge and understanding of effective policy, provision and practice to meet the diverse needs of children with special educational needs and disabilities.

Each chapter will provide:
- a theoretical underpinning
- evidence-based information and examples
- activities for professional learning and whole school development
- easy to use and adaptable templates and checklists for use in settings
- case studies to strengthen connections between theory and practice

Providing comprehensive coverage of current issues, the understanding of how to improve provision and practice in their settings and written with consultation from practising SENCOs, this is essential reading for those studying towards their National Award for Special Educational Needs Co-ordination.

**CONTENTS**
The Statutory and Regulatory Context / Leading in the SENCO Role / Best Practice in Collecting and Using Data / Practitioner Enquiry / Adverse Childhood Experiences / Meeting the Needs of Looked After and Permanently Placed Children / Social Emotional and Mental Health / Neurodiversity / Learning and Physical Difficulties / Preventing School Exclusion / Person Centred Approaches / Managing and Working with Support Staff / Coaching and Mentoring / Leading on Professional Learning

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**THE SAGE HANDBOOK OF GIFTED AND TALENTED EDUCATION**
Edited by Belle Wallace TASC International, Dorothy A. Sisk Lamar University and John Senior Independent Consultant, UK

Providing a comprehensive and international overview of key challenges and issues in the field of gifted education, this is an invaluable volume for individuals in the fields of education, public and private school administration, psychology and beyond. Containing contributions by a range of expert authors from around the world, chapters include discussions of the wide range of human abilities and talents which impinge upon academic success, with explorations of various political, social and economic factors which influence how ‘giftedness’ and ‘gifted education’ is defined and understood in different regions around the globe.

- **Part I:** Concepts of Giftedness and Identification: Social and Emotional Needs
- **Part II:** Educational Provision: Programs and Strategies
- **Part III:** Global Responses to Emerging Gifted and Talented Provision: Defining the Future

November 2018 • 624 pages
Cloth (9781526431158) • £120.00

**THE SAGE HANDBOOK OF INCLUSION AND DIVERSITY IN EDUCATION**
Edited by Matthew J. Schuelka University of Birmingham, Christopher J. Johnstone University of Minnesota, Gary Thomas University of Birmingham and Alfredo J. Artilles Arizona State University

This handbook examines policy and practice from around the world with respect to broadly conceived notions of inclusion and diversity within education. It sets out to provide a critical and comprehensive overview of current thinking and debate around aspects such as inclusive education rights, philosophy, context, policy, systems, and practices for a global audience. This makes it an ideal text for researchers and those involved in policy-making, as well as those teaching in classrooms today.

- **Part I:** Conceptualizations and Possibilities of Inclusion and Diversity in Education
- **Part II:** Inclusion and Diversity in Educational Practices, Policies, and Systems
- **Part III:** Inclusion and Diversity in Global and Local Educational Contexts

February 2019 • 256 pages
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**NEW EDITION!**

**TEACHING AND SUPPORTING CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES IN PRIMARY SCHOOLS**
Third Edition
Jonathan Glazzard University of Huddersfield, Jane Stokoe Teacher, Alison Hughes University of Huddersfield, Annette Netherwood and Lesley Neve University of Huddersfield

This guide begins by exploring what is meant by SEND in primary schools and goes on to cover all primary trainees need to know about their statutory responsibilities in school. Current legislation and the Code of Conduct are covered, providing lots of information about the context trainees will be working in. The book then examines the range of needs they will encounter in primary schools with detailed information and practical advice. This third edition has been updated to include more information on social contexts and more content on speech and language.

**CONTENTS**

**ACHEIVING QTS SERIES**

February 2019 • 256 pages
Cloth (9781526445670) • £70.00
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Available as inspection copy for lecturers
THE SAGE HANDBOOK OF AUTISM AND EDUCATION
Edited by Rita Jordan University of Birmingham, Kara Hume The University of North Carolina at Chapel Hill and Jacqueline Roberts Griffith University

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 is a definitive resource for reflective practitioners and researchers who wish to know and understand current views of the nature of autism and best practice in educational support. It 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 parts:

- Part I: Learning Needs and Educational Responses
- Part II: Early Intervention, Pre-school Education and Family Support
- Part III: School/College Based and Academic Education – Access and Support
- Part IV: Education for Life and Barriers to Education
- Part V: Evaluating Education and Support
- Part VI: Collaborative Working in Education

CONTENTS

- A context-setting overview of key schools of thought.
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This new second edition comes with:

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- Critiques each theorist, exploring opposing viewpoints and the strengths and weaknesses of different ideas
- Includes reflective tasks, inviting the reader to apply what they’ve read to their own educational experiences.

LEARNING THEORIES FOR EVERYDAY TEACHING
Carol Thompson Bedfordshire University and Lydia Spenceley

This is an essential tool for new teachers and trainers who want to use learning theories to develop their practice. It explores key learning theories in a pragmatic way, in particular for the FE and Skills sector and encourages focused reflection to promote critical analysis of theories and their potential application to specific contexts. The text also encourages the use of a range of creative approaches to enhance learning while the scenarios and case studies throughout help link theory to practice.

The book:

- Outlines learning theory in an accessible and interesting way
- Encourages critical and practical analysis of the literature
- Highlights opportunities for the application of theory to professional practice through ‘theory mapping’
- Encourages innovation in FE teaching.

CONTENTS

- The benefits of ‘Theory Mapping’ / Classroom Survival / Planning for Learning / Motivating Learners / Developing Learners’ Thinking / Learning with Others / Co-constructing Learning / Mixing it Up / Innovative Teaching

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LEARNING THEORIES SIMPLIFIED
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Second Edition
Bob Bates Independent Consultant

"Bob’s extensive knowledge of putting educational theory into practice shines through in this book. He uses realistic examples to help the reader engage with the theory, with useful tips to put each into practice."

- Ann Gravells

Written for busy teachers, trainers, managers and students, this ‘dip-in, dip-out’ guide makes theories of learning accessible and practical. This new edition now explores 130+ classic and contemporary learning theorists in an easy-to-use, bite-sized format with clear relevant illustrations on how each theory will benefit teaching and learning. Each model or theory is explained in less than 350 words, followed by a ‘how to use it’ section.

This second edition includes:
• a new early childhood theorists section
• a new communication theories section
• additional ‘on trend’ theorists throughout
• new ‘critical perspectives’ feature added to each entry.

CONTENTS

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Learning Theories

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Sean MacBlain  University of St. Mark and St. John

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March 2018 • 120 pages
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LEARNING THEORIES IN CHILDHOOD

Second Edition

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

This text presents the key learning theories and theorists in children's learning with a balanced but critical review of each perspective.

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20 learning theorists every student must know

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(T&C’s apply)
PCET
Learning and teaching in the post compulsory sector
Edited by Jonathan Tummons
Durham University

This text is an introduction to learning and teaching in the post compulsory sector. Those training to teach in the sector need to understand learning and learners in PCET. This text goes further than other texts in its exploration of the sector. It encourages readers to critically evaluate the context of PCET in the UK and opens up their learning through introducing some global profiles. The text explores learners in the sector, the diversity of the sector, the challenges and some topical contemporary themes. It covers a breadth of content and can thus be used as a general course text for all PCET (PCET) courses as well as other education programmes. Through features including critical questions, teacher and learner voices, links to practice and more, this book is an ideal resource for all those learning about PCET.

CONTENTS
What Does the Further and Adult Education Sector Do, and Why Does it Matter? / ‘Keep at a Rolling Boil’ – Policy Change in the PCET Sector / Quality Assurance / Social Justice and Education / Diversity in the PCET Sector / Literacy and Numeracy / Students and Parental Involvement Behaviours / Why Do People Want to Learn? / How Should We Teach in FE? / Psychological Approaches to Learning / Dialogue in the Classroom – A Social Learning Perspective / Assessment / Living and Learning / Work-Based Learning / Vocational Learning and Technical Education / Returning to Learning / Offender Learning and Prison Education / A World View / Post-Compulsory Education and Training in Aotearoa New Zealand / Country Profile: Finland / Mental Health and Wellbeing / Managing Behaviour and Building Relationships / College-Based Higher Education / Information and Communication Technologies / Apprenticeships / Principles and Models Of Professional Development / What’s Next For The PCET Sector?

September 2019 • 400 pages
Cloth (9781526460219) • £85.00
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ACHEIVING QTLS STATUS
A guide to demonstrating the Professional Standards
Sharron Mansell and Ann Gravells

This new text is a user-friendly and clear guide to achieving QTLS status and is linked to the Professional Standards for Teachers and Trainers. It is appropriate for anyone who wishes to maintain their practice in accordance with the Professional Standards for Teachers and Trainers. The book covers information regarding the minimum core as well as observed teaching practice. The content will also help practitioners to have a positive impact on their job role, their learners, their organisation and their career.

CONTENTS
Background to QTLS / Getting Started with the QTLS Professional Formation Process / About You / Role and Responsibilities / Self-assessment / Professional Development / Continuing Professional Development Record / Critical Reflection / Final Action Plan / Maintaining Your Professionalism

October 2018 • 184 pages
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ACADEMIC PRACTICE
Developing as a Professional in Higher Education
Second Edition
Saranne Weller St Georges, University of London

What does it mean to be an academic in a complex and demanding HE sector undergoing tremendous change? This book gives a broad overview of the issues faced by early career academics and explores a variety of topics from curriculum planning to employability.

Fully updated throughout, key features of this second edition include:

- two new chapters on HE assessment and becoming a supervisor
- new case studies in every chapter
- what ‘the TEF’ means for universities

This is essential reading for higher education faculty undertaking professional development courses, such as PG Certificate in Academic Practice (PGCAP), the PG Certificate in Teaching and Learning in Higher Education (PGTLE/PGHE) and related courses, and also for early career academics wishing to deepen their understanding of contemporary higher education.

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Becoming a Teacher in Higher Education / Part 1: From Disciplinary Expert to Teacher / Developing Disciplinary Understanding / Learning and Teaching for Interdisciplinarity / Promoting Critical Approaches to the Curriculum / Working with Students: From Engagement to Partnership / Connecting Research and Teaching In Practice / Rebalancing Assessment for Learning / Part 2: Rethinking the University Context / Teaching for Employability / Developing Inclusive Learning and Teaching / Internationalising Teaching in Practice / Enhancing Learning in the Digital University / Supporting Collaborative Learning / Part 3: From Disciplinary Teacher to Scholarly Teacher / Becoming a Supervisor / Undertaking Enquiry into Learning and Teaching

April 2019 • 360 pages
Cloth (9781526437136) • £88.00
Paper (9781526437143) • £29.99

PRINCIPLES AND PRACTICES OF TEACHING AND TRAINING
A guide for teachers and trainers in the FE and skills sector
Ann Gravells

This is the only all-encompassing guide to everything a person needs to teach and train in post compulsory education. Written by bestselling author Ann Gravells, the book also comes with interactive activities and real examples of teaching and training in practice.

FURTHER EDUCATION AND SKILLS

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50 TEACHING AND LEARNING APPROACHES

Simple, easy and effective ways to engage learners and measure their progress

Sharron Mansell, Ann Gravells and Andrew Hampel

This reader-friendly and accessible text introduces 50 learning and teaching approaches and explores how they work in practice by taking an honest look at the advantages and disadvantages of each one. For each approach, the authors include in-practice examples taken from a range of teaching contexts. The text also offers clear support for teachers on how they can assess learners’ progress when using each approach. This focus on the need to see and measure the learning that is taking place supports the reader to concentrate on the learning and not be distracted with the newness of different approaches.

New edition!

THE SAGE HANDBOOK OF SCHOOL ORGANIZATION

Edited by Michael Connolly University of South Wales, David H. Eddy-Spicer University of Virginia, Chris James University of Bath and Sharon D. Kruse Washington State University, Vancouver

This Handbook presents a substantial review of the history, current status and future prospects of the field of school organization. Bringing together chapters exploring key issues, important debates and points of tension, it highlights the dynamics and interplay of the political, social, historical and cultural contexts of the field. This volume is designed to provide a much-needed critically informed and coherent account of the field against a backdrop of increasing complexity in which schooling as an institution and schools as organizations operate.

September 2019 • 160 pages
Cloth (9781526448876) • £60.00
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New edition!

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