Welcome...

Here is our 2014 catalogue of new and bestselling books and resources for professionals and teachers working in education.

Highlights this year include brand new early years titles such as Effective Assessment in the Early Years Foundation Stage (p. 2), a new edition of Mathematics Through Play in the Early Years by Kate Tucker (p. 14) and a great new title on Provision and Progress for Two Year Olds (p. 2). There are also new editions of some of our bestselling titles including Sue Roffey’s Circle Solutions for Student Wellbeing (p. 6), Rita Cheminai’s Handbook for SENCOs (p. 7), Sara Bubb’s Successful Induction for New Teachers (p. 11) and Bill Roger’s Behaviour Management with Young Children (p. 4) written with early years teacher Elizabeth McPherson. We also have a brand new title in outdoor education - take a look at Learning with Nature by Claire Warden (p. 3)

If you want to hear more about forthcoming titles why not join our Teacher Panel? Membership is free, you receive a 10% discount on all SAGE titles and you have the chance to tell us what you think about our publishing and what you need to support you in your practice. We’re particularly keen to hear from people who have responsibilities for teacher-training in the School Direct programme. If this is you or your colleagues, please contact Lorna Patkai (lorna.patkai@sagepub.co.uk) to discuss your needs.

You can also follow us on Twitter (@SAGEducation) or join our Facebook page (www.sagepub.co.uk/education/facebook).

I’m always delighted to hear from anyone who is interested in writing so please feel free to get in touch with your book ideas.

With best wishes,

Amy Jarrold • Commissioning Editor • Education • amy.jarrold@sagepub.co.uk
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www.sagepub.co.uk/inspectioncopy

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EFFECTIVE ASSESSMENT IN THE EARLY YEARS FOUNDATION STAGE

Jan Dubiel Early Excellence

How we assess our youngest children is a vital part of early years practice. This book offers a clear explanation of the role of assessment in the revised Early Years Foundation Stage (EYFS), and step-by-step guidance for those working with children from birth to five years on making and recording observations in practice. Key elements of the book include:

- using assessment to support learning and development
- misunderstandings and myths about assessment
- detailed guidance on the two-year-old progress check
- developing an evidence-based understanding of assessment
- what constitutes effective assessment in early years settings
- case studies and practical examples to illustrate key points.

Online material on the Early Excellence website for use with the book includes:

- video material
- free access to selected SAGE journal articles
- an ‘ask the author’ facility.

CONTENTS
Introduction - Reclaiming Assessment / Why Is Assessment Important? / What Are the Purposes of Assessment? / Significances and Signifiers of Child Development / The Intuitive Professional / Establishing Eight Principles for Effective Early Years Assessment / Assessment in Practice / Assessment in the Early Years Foundation Stage / The Two-Year-Old Progress Check / The Early Years Foundation Stage Profile

READERSHIP
Early years managers and practitioners. This will be an important book for early years practitioners, but it also has significant adoption potential on the following courses: BA Early Childhood Studies, Foundation Degree in Early Childhood Studies, BA Early Years, Foundation Degree in Early Years, EYPS candidates (all pathways), PGCE Early Years

PROVISION AND PROGRESS FOR TWO YEAR OLDS

Chris Dukes and Maggie Smith both Area SENCOs, London

Understanding how children learn is a vital part of working with children. Every child is unique and understanding differences in learning benefits all. This book goes beyond simply understanding the work of key theorists and the various theories of learning to recognize what learning actually looks like and how it is best facilitated in any setting. Each chapter includes:

- exercises to help you evaluate your understanding and practice
- examples taken from real experiences to illustrate concepts beyond the theory
- summaries to help you take the key messages from each chapter
- suggestions for further reading to help you further your own learning further. Looking at key topics such as brain development, technology in childhood and barriers to learning, this book will explain what learning really is.

CONTENTS
Preface: The Terrific Twos / Successful Transitions / An Environment for Learning / Communication and Language Development / Physical Development / Personal, Social and Emotional Development / Dealing with Feelings / Checking Progress at Two Years Old

READERSHIP
Early childhood practitioners in nurseries, schools and PVI (Private, Voluntary and Independent) settings

WORKING IN MULTI-PROFESSIONAL CONTEXTS

A Practical Guide for Professionals in Children’s Services

John M Davis and Mary Smith both at University of Edinburgh

This book represents a practical and theoretical overview of multi-professional working structures created by experts in children’s services.

CONTENTS
Preface / Multi-professional Working / Working in Early Years / Working with Other Agencies / Theoretical Frameworks / Interventions / Sample Multi-professional Working Structures / Reflections / Conclusion

READERSHIP
Early childhood practitioners, experts in multi-professional working, multi-professional working structures, professionals in children’s services

See the full listing of all our Education titles online at www.sagepub.co.uk/education
GIFTED AND TALENTED IN THE EARLY YEARS
Practical Activities for Children aged 3 to 6
Second Edition
Edited by Margaret Sutherland
University of Glasgow
This Second Edition includes reference to recent research and international perspectives and ideas about gifted and talented young children.

LEARNING WITH NATURE
Models of Practice in the Outdoors
Claire Warden Mindstretchers
Learning outside the classroom is a key part of early years and primary practice and is on the rise in settings across the world. This book centres on outstanding outdoor practice and how children can learn and develop in natural environments.

SAFETY, RISK AND ADVENTURE IN OUTDOOR ACTIVITIES
Bob Barton Mountaineer and Mountain Guide, Scotland
Drawing on the author’s own experience as an expert mountaineer, instructor and consultant, this practical guide shows how adventurous outdoor activities can be provided to acceptable standards of safety.

CREATING A LEARNING ENVIRONMENT FOR BABIES AND TODDLERS
Ann Clare Early Years Consultant
Supported by case studies, this text highlights what constitutes a supportive environment for toddlers.

OUTDOOR PROVISION IN THE EARLY YEARS
Edited by Jan White
Written by a team of experts in the field, this book focuses on the core values of effective outdoor provision and is packed with ideas to try out in practice.

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BILL ROGERS COLLECTION

Bill Rogers Independent Educational Consultant, Victoria, Australia

This bundle includes:
- Cracking the Challenging Class DVD (978-1-4462-1126-7)
- Behaviour Management with Young Children: Crucial First Steps with Children 3-7 years (978-1-8478-7364-4)
- Cracking the Hard Class, Second Edition (978-1-4129-2356-9)
- Crucial First Steps with Young Children: Behaviour Management and Colleague Support (978-1-4462-4958-1) • £180.00

CLASSROOM BEHAVIOUR

A Practical Guide to Effective Teaching, Behaviour Management and Colleague Support

Third Edition

Bill Rogers Independent Educational Consultant, Victoria, Australia

Bill Rogers relates theory to practice, using real examples that actually work for students, in this Third Edition of the behaviour bible! New topics covered include: bullying; teaching pupils on the autistic spectrum; and working with the most challenging pupils.

2011 • 280 pages
Cloth (978-0-85702-166-3) • £67.00
Paper (978-0-85702-167-0) • £22.99

HOW TO MANAGE CHILDREN’S CHALLENGING BEHAVIOUR

Second Edition

Edited by Bill Rogers Independent Educational Consultant, Victoria, Australia

Bill Rogers brings together contributions from practising teachers that suggest ways to tackle disruptive and challenging behaviour. His expertise and a wealth of case studies and real-life examples make this book now more relevant than ever, both to practitioners and students.

2009 • 208 pages
Cloth (978-1-84860-668-6) • £71.00
Paper (978-1-84860-669-3) • £23.99

BEHAVIOUR MANAGEMENT WITH YOUNG CHILDREN

Crucial First Steps with Children 3-7 Years

Second Edition

Bill Rogers Independent Educational Consultant, Victoria, Australia and Elizabeth McPherson

This is what we have been waiting for. A comprehensive guide to the effective behaviour management of our youngest children.... It can easily be read from cover to cover (and is difficult to put down), but for busy practitioners it is equally useful to dip into if you want help with a specific aspect of behaviour management. It is a delight to read and will be a constant source of inspiration and guidance to us all.

- Cathy Whalen, Head Teacher, Mousehold Infant and Nursery School, Norwich

What a privilege to read a book written by the person that has had the most impact on my classroom teaching and the whole ethos of our school. Bringing together Bill's insight into behaviour management and Elizabeth's understanding of young children it has resulted in a practical and realistic behaviour management manual that will be easily accessible to teachers in the early years.

- Debbie Hoy, Head Teacher, Brookland Infant and Nursery School, Cheshunt, Hertfordshire

CONTENTS

The Critical First Days and First Week, First Meeting with a New Class / Transition between Group Behaviour and Whole-Class Group Learning and On-Task Learning Time (at Table Groups) / Developing a Whole-Class/Whole-Grade Behaviour Agreement / Developing a Teacher Behaviour Management and Discipline Plan / Helping Children Manage their Behaviour / Children with Social, Emotional and Behavioural Difficulties / Working with Parents/Carers Using the Classroom Behaviour Agreement / Epilogue: Colleague Support

READERSHIP

Early years teachers, support staff and school leaders, as well as those studying Early Years education courses.

March 2014 • 240 pages
Cloth (978-1-4462-8288-5) • £70.00
Paper (978-1-4462-8288-5) • £22.99

BEHAVIOUR MANAGEMENT

A Whole-School Approach

Second Edition

Bill Rogers Independent Educational Consultant, Victoria, Australia

Bill Rogers draws on his extensive experience as an educational consultant and trainer to help teachers and managers develop a whole-school strategy for dealing with student behaviour.

2007 • 304 pages
Cloth (978-1-4129-3451-0) • £74.00
Paper (978-1-4129-3452-7) • £24.99

CRACKING THE HARD CLASS

Second Edition

Bill Rogers Independent Educational Consultant, Victoria, Australia

At some point in every teacher’s career he/she will encounter the ‘hard class’. Bill Rogers highlights many practical strategies that can be implemented to overcome the hard-class syndrome.

2006 • 224 pages
Cloth (978-1-4129-2356-9) • £74.00
Paper (978-1-4129-2356-9) • £24.99
THE ANGER ALPHABET
Understanding Anger - An Emotional Development Programme for Young Children aged 6-12

Second Edition
Tina Rae University of East London
This volume provides a course of skills-based instruction to aid young children’s development of anger management.

LUCKY DUCK BOOKS
2012 • 192 pages
Cloth (978-1-4462-4912-3) • £75.00
Paper (978-1-4462-4913-0) • £25.99

DEVELOPING EMOTIONAL LITERACY WITH TEENAGERS
Building Confidence, Self-Esteem and Self Awareness

Second Edition
Tina Rae University of East London
This book offers a range of practical and student-friendly activities that focus upon the issues that really matter to young people today.

LUCKY DUCK BOOKS
2012 • 176 pages
Cloth (978-1-4462-4914-7) • £65.00
Paper (978-1-4462-4915-4) • £25.99

EMOTIONAL WELL-BEING FOR CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES
A Guide for Practitioners

Gail Bailey Educational Psychologist
Expert advice from an experienced educational psychologist based on original research and analysis.

LUCKY DUCK BOOKS
2012 • 184 pages
Cloth (978-1-4462-0159-6) • £85.00
Paper (978-1-4462-0160-2) • £22.99

A QUICK GUIDE TO BEHAVIOUR MANAGEMENT IN THE EARLY YEARS

Emily Bullock Teacher, International School and Simon Brownhill University of Cambridge
Providing 100 tried and tested ideas, this text shows you how to select and adopt the right approach, how to analyze, reflect on, and modify your own practice to ensure that you are consistent, fair and that positive behaviour develops.

2011 • 136 pages
Cloth (978-0-85702-164-9) • £62.00
Paper (978-0-85702-165-6) • £20.99

HOW TO MANAGE BEHAVIOUR IN FURTHER EDUCATION
Second Edition
Dave Vizard Independent Consultant
Packed with advice, ideas and staff development activities, this practical book provides teachers with everything they need to manage difficult behaviour in Further Education settings.

2012 • 168 pages
Cloth (978-1-4462-0282-1) • £65.00
Paper (978-1-4462-0283-8) • £22.99

Available as inspection copy for lecturers
The Circle Solutions Philosophy and Principles / The Circle Solutions Pedagogy: Embedding Circle Solutions as a tool for wellbeing and embedding Circle Solutions as a tool for wellbeing. The Circle Solutions Philosophy and Principles / The Circle Solutions Pedagogy: Understanding Learners with Dyslexia / Supporting Learning / Dyslexia and Phonics / Dyslexia and Mathematics / Dyslexia and Science / Dyslexia and Creativity. Each chapter includes visual chapter overviews, tried-and-tested strategies for the classroom and the whole school, suggestions for using technology to help learners, case studies from practice, children’s voices and sources of further information. The book offers ideas and advice and will enable the reader to feel confident that he/she is doing the right things to help overcome barriers to learning.

CONTENT

February 2014 • 144 pages
Cloth (978-1-4462-7284-8) • £75.00
Paper (978-1-4462-7285-5) • £24.99

Sue Roffey
University of Western Sydney

First published as Circle Time for Emotional Literacy, this new edition has been updated to reflect how the Circle Solutions philosophy and pedagogy can be used to build relationships and resilience for children and young people. Putting current research on wellbeing into practice, Circle Solutions addresses issues not incidents, solutions rather than problems and strengths rather than deficits, providing a framework for student engagement and learning. New to this edition:
- a chapter on promoting the positive: thoughts; feelings; and approaches
- more anti-bullying strategies, with cyberbullying covered explicitly
- a quick reference appendix of games
- ways of embedding Circle Solutions as a tool for wellbeing
- updated and expanded resources.

Activities and games included in the book promote positive communication skills, empathy and connectedness, class cohesion and co-operation, friendship skills and ethical behaviour.

CONTENTS

February 2014 • 144 pages
Cloth (978-1-4462-7284-8) • £75.00
Paper (978-1-4462-7285-5) • £24.99

What do you like best about publishing with SAGE?
The perfect combination of friendliness, support and efficiency together with an international reputation for educational publishing.

What would you say are the most exciting things going on in your field of books right now?
Student wellbeing and positive education are enjoying increasing recognition. When wellbeing is core business in schools there is a more effective learning environment for everyone, meaning both pupils and teachers get a better deal.

What would you say is the most important aspect of your role as an author?
Making good evidence accessible to the practitioner and exploring ways to put this into everyday classroom practice.

What are your top favourite films of all time?
Strictly Ballroom was uplifting in that it demonstrated the creativity that can happen when you break away from inflexible rules and regulations.

What is your favourite city in the world and why?
Sydney is beautiful and often sunny which I love - but London is diverse, dynamic and steeped in history, and my adult children both live there so it has to be London!

If you could have dinner with 3 people, past or present, who would they be and why?
Nelson Mandela for his humility and emotional intelligence and I would love to hear about his personal journey from anger to wisdom. Otherwise I just want to be with close friends and family. The conversation is always warm and vibrant, and it doesn’t matter if the food isn’t perfect!

What has been the most exciting moment in your career so far?
Occasionally you discover that something you have said or done has been affirming or given someone a new perspective or hope for the future. This makes everything worthwhile. Teachers often don’t realise that they do this all the time. They are the potential stars in young people’s lives, especially our ‘double whammy kids’. It’s about time we valued this more.
ASSESSMENT OF LEARNERS WITH DYSLEXIC-TYPE DIFFICULTIES
Sylvia Phillips Glyndwr University, Kathleen Kelly and Liz Symes both at Manchester Metropolitan University

This comprehensive guide enables teachers to understand a range of approaches to the assessment of children with dyslexic-type difficulties. Linking theory, research and practice, practitioners will gain critical knowledge of procedures to analyze, interpret and use in appropriate assessments which will facilitate setting targets for teaching. The book covers:

- how to use both informal and formal assessment procedures
- frameworks for evaluating published and teacher-made assessments
- the professional development needs of any teacher involved in assessment.

CONTENTS
PART ONE: SETTING THE CONTEXT / Dyslexia-Type Difficulties: The Implications for Assessment / The Purposes and Types of Assessment / Policy in Practice / PART TWO: DIAGNOSTIC AND CURRICULUM-BASED ASSESSMENT / Curriculum-Based Assessment: Identification and Screening / Curriculum-Based Assessment: Gathering Information / Reading / Spelling / Handwriting / Alphabet Knowledge / Cognitive Processing Skills / Mathematics / PART THREE: USING STANDARDIZED ASSESSMENT PROCEDURES / Introduction to Psychometrics and the Use of Standardised Tests / How to Choose a Standardized Test / Screening for Dyslexia-type Difficulties / Cognitive Assessment / Reading Assessment / Spelling and Handwriting Assessment / Processing Skills / Mathematics and Dyscalculia / PART FOUR: CONDUCTING AND REPORTING ON ASSESSMENT / Conducting Assessment / Reporting on Assessment / Using the Reports of Other Professionals / Writing Individual Learning Plans

READERSHIP
For those training to be specialist teachers of learners with dyslexia and all teachers and SENCOs

September 2013 • 344 pages
Cloth (978-1-4462-6023-4) • £29.99
Paper (978-1-4462-6022-7) • £15.99

TEACHING LITERACY TO LEARNERS WITH DYSLEXIA
A Multi-sensory Approach
Kathleen Kelly Manchester Metropolitan University and Sylvia Phillips Glyndwr University

Outlines a complete approach to teaching literacy to learners with dyslexia.

2011 • 424 pages
Cloth (978-0-85702-534-0) • £88.00
Paper (978-0-85702-535-7) • £30.99

EFFECTIVE MULTI-AGENCY PARTNERSHIPS
Putting Every Child Matters into Practice
Rita Cheminais Freelance Education Consultant

This text offers practical advice on how to establish and maintain effective multi-agency partnership work, which improves the ECM outcome for children and young people.

2009 • 160 pages
Cloth (978-1-84860-138-3) • £83.00
Paper (978-1-84860-139-0) • £27.99

RITA CHEMINAIS’ HANDBOOK FOR SENCOs
Second Edition
Rita Cheminais Freelance Education Consultant

Do you have responsibility for your school's special educational needs (SEN) provision? Are you currently undertaking the National Award for SENCOs? By breaking down the detailed information into manageable chunks, this book sets out the responsibilities of the SENCO and helps you make sure you are meeting the government requirements of the most recent reforms to SEN provision and regulations. Helping you lead and manage SEN provision this book covers:

- new SEN legislations and policy
- planning and deploying the SEN budget
- working in partnership with young people, parents and other professionals
- how to deal with the new paperwork requirements
- building capacity among staff and self-evaluating the quality of your settings provision
- dealing with OFSTED inspections and requirements.

Visit www.sagepub.co.uk/ritacheminais2 for downloadable materials to support the chapters in this book, which include staff surveys, training plans and pupil profile and tracker templates.

READERSHIP
SENCOs and anyone responsible for SEN provision in their setting, it is an invaluable guide for those working with children from birth to 19 years.

September 2014 • 160 pages
Cloth (978-1-4462-7418-7) • £80.00
Paper (978-1-4462-7419-4) • £26.99

THE INTENSIVE INTERACTION HANDBOOK
Dave Hewett Independent Education Consultant and Author, Mark Barber Independent Education Consultant, Graham Firth Intensive Interaction Project Leader for Leeds Partnerships NHS Trust and Tandy Harrison Special Needs Teacher and Intensive Interaction Coordinator

This is a complete guide to the methods that make up the Intensive Interaction approach, which looks at teaching the pre-speech fundamentals of communication to children and adults who have severe learning difficulties or autism.

2011 • 168 pages
Cloth (978-0-85702-490-9) • £77.00
Paper (978-0-85702-491-6) • £25.99

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AUTISM AND UNDERSTANDING
The Waldon Approach to Child Development
Walter Solomon, Chris Holland and Mary Jo Middleton

Through personal accounts by people with autism as well as carers, the authors present a view of the Waldon method which allows learning to develop.

2012 • 240 pages
Cloth (978-1-4462-0923-3) • £70.00
Paper (978-1-4462-0924-0) • £23.99

TEACHING PLAY TO CHILDREN WITH AUTISM
Practical Interventions using Identiplay
Second Edition
Nicky Phillips and Liz Beavan

Through the use of play scripts, this practical guide helps children with autism, and those with specific communication disorders, learn to play.

LUCKY DUCK BOOKS
2012 • 136 pages
Paper (978-1-4462-0766-6) • £27.99

MARTIAN IN THE PLAYGROUND
Understanding the Schoolchild with Asperger’s Syndrome
Second Edition
Clare Sainsbury

This award winning book illuminates what it means to be a person who has Asperger’s Syndrome by providing a window into a unique and particular world.

LUCKY DUCK BOOKS
2009 • 144 pages
Paper (978-1-84920-000-4) • £19.99

I CAN’T DO THAT!
My Social Stories to Help with Communication, Self-Care and Personal Skills
Second Edition
John Ling

Made up of over 90 examples of social stories, this Second Edition gives SEN practitioners the confidence to fully support their students who are struggling socially.

LUCKY DUCK BOOKS
2010 • 120 pages
Paper (978-0-85702-044-4) • £23.99

PUPIL FRIENDLY IEPS AND TARGET SHEETS
And Other Pupil-Friendly Resources
Second Edition
Gillian Shotton Senior Specialist Educational Psychologist

Gillian Shotton’s bestselling book includes templates for teachers looking to involve children in writing their Individual Education Plan (IEP), as well as target sheets applicable for all primary and secondary students.

LUCKY DUCK BOOKS
2009 • 104 pages
Cloth (978-1-84920-034-9) • £99.00
Paper (978-1-84860-009-6) • £32.99

THE LEARNING MENTOR’S RESOURCE BOOK
Second Edition
Kathy Salter Youth Justice Worker, Leeds and Rhonda Twiddle CAMHS Practitioner

Providing everything a learning mentor needs, including printable worksheets to use with children, this is a must-have kit for all those working with children with a variety of issues.

LUCKY DUCK BOOKS
2010 • 288 pages
Cloth (978-0-85702-069-7) • £80.00
Paper (978-0-85702-070-3) • £26.99

DEALING WITH FEELING
Second Edition
Tina Rae University of East London

This text provides teachers of children aged 7 to 14 years with structured opportunities to develop their emotional literacy and emotional well-being. It is firmly supported by a wealth of research which links children’s mental and physical health to the development of emotional literacy.

LUCKY DUCK BOOKS
2007 • 216 pages
Paper (978-1-4129-3031-4) • £35.99
ACHIEVING POSITIVE OUTCOMES FOR CHILDREN IN CARE

R J Cameron University College, London and Colin Maginn The Pillars of Parenting Ltd

In this text, the authors explain why the problems of this highly vulnerable group have resisted such effort, energy and expenditure from the British government, and go on to show how achieving positive outcomes for children in care is possible when the root causes of failure are tackled.

Lucky Duck Books
2008 • 126 pages
Cloth (978-1-4462-7584-9) • £75.00
Paper (978-1-4462-7585-6) • £25.99

RUNNING A NURTURE GROUP

Simon Bishop Nurture Group Teacher, Somerset

This is a highly practical resource for implementing nurture groups to help improve children’s social, emotional and educational development.

Lucky Duck Books
2008 • 136 pages
Cloth (978-1-4462-5463-9) • £88.00
Paper (978-1-4462-5465-3) • £20.99

SCHOOL-BASED TEACHER TRAINING

A Handbook for Tutors and Mentors

Edited by Elizabeth White and Joy Jarvis both at University of Hertfordshire

For those working in a professional development capacity this book identifies best practice in the field and links to current developments in ITT, for example Teaching Schools and the new Teachers’ Standards.

Lucky Duck Books
2012 • 104 pages
Cloth (978-1-4462-4087-8) • £65.00
Paper (978-1-4462-4088-5) • £21.99

INITIAL TEACHER EDUCATION IN SCHOOLS

A Guide for Practitioners

Edited by Carey Philipott University of Strathclyde, Carrie Mercier University of Cumbria and Helen Scott University of Northampton

Successfully establishing initial teacher education courses in schools requires a careful understanding of what it means to train someone to teach.

This book provides guidance on how teacher training can be effective in school-based settings. Essential practical issues are covered including: recruitment; pastoral care; the organization of academic components of a course; alongside important conceptual topics such as: what makes a good mentor?; models of learning suitable for teacher education; and the role of evidence-based teaching in a practical setting.

Examples from existing primary and secondary school-based programmes explore good practice and show how challenges to developing courses can be overcome.

Contents
Getting Selection Processes Right / Models of Professional Learning and What They Mean for the Organisation of ITE / The Importance of Identity and Relationships to Teacher Learning / What’s the Difference between Mentoring, Coaching, Tutoring and Related Ideas? / Developing a Team of School-based Teacher Educators / Why is the Academic Component of ITE Important and How Do We Organise It? / How Do We Manage ITE Assessment? / How Do You Create Synergy between Different School Priorities? / Action Research as an Approach for Teacher Learning, School Improvement and Enhancing School Led ITE / Pastoral Care for Trainee Teachers; Avoiding Problems and Solving Problems When They Do Occur

READERSHIP
School-based and university-based staff involved in developing School Direct, Teach First, and SCITT courses

Available as inspection copy for lecturers
February 2013 • 152 pages
Cloth (978-1-4462-4087-8) • £65.00
Paper (978-1-4462-4088-5) • £21.99

COACHING AND LEARNING IN SCHOOLS

A Practical Guide

Sarah Gornall Freelance Coach and Consultant and Mannie Burn Consultant at Best Practice Network and Independent coach

Coaching plays a key part in supporting the current education agenda. This book is both broad in range and specific in detail. It helps school leaders explore how coaching relationships can lead to increased attainment and capacity for learning, benefitting both education professionals and the young people in their care. The chapters cover:

• models and types of coaching
• specific frameworks for coaching
• the impact of coaching on personal and professional development
• how coaching can impact on raising attainment
• how coaching can improve teaching and learning.

Written by experienced educators and coaches, the book provides insight for all those involved in school leadership. Analysis of case studies involving professionals working in early years, primary, secondary and post-16 years settings highlights what makes coaching effective. Further reflection shows how coaching and learning are inextricably connected. Clear explanations of coaching models and tools enable readers to expand their own range as coaches.

Contents

Available as inspection copy for lecturers
February 2013 • 152 pages
Cloth (978-1-4462-4087-8) • £65.00
Paper (978-1-4462-4088-5) • £21.99
**PRINCIPLES OF SCHOOL LEADERSHIP**
Second Edition
Edited by Mark Brundrett Liverpool John Moores University
An overview of school leadership offering a unique mix of theory and practical guidance by top international names.
2012 • 264 pages
Cloth (978-1-4462-0144-2) • £65.00
Paper (978-1-4462-0145-9) • £22.99

**THE ESSENTIALS OF SCHOOL LEADERSHIP**
Second Edition
Brent Davies University of Hull
This bestselling introductory text for school leaders combines leading contributors, an easy-to-read style and coverage of the ‘need to know’ topics that any practising or aspiring school leader will cover in their course.
2009 • 224 pages
Cloth (978-1-84787-865-5) • £74.00
Paper (978-1-84787-866-2) • £24.99

**THE SCHOOL LEADER’S TOOLKIT**
Practical Strategies for Leading and Managing
Edited by Mary Dawe
Providing an up-to-date practical guide for many aspects of school leadership, this book will help school leaders at all levels develop strategies that will make a difference to teaching and learning.
2012 • 215 pages
Cloth (978-1-4462-0191-6) • £75.00
Paper (978-1-4462-0192-3) • £24.99

**MANAGEMENT SKILLS IN SCHOOLS**
A Resource for School Leaders
Jeff Jones Independent Consultant
The author shows how managers in education can contribute to school improvement, and focus on the essential personal and practical management skills needed to instill a positive team culture.
2004 • 240 pages
Cloth (978-1-4129-0109-3) • £77.00
Paper (978-1-4129-0110-9) • £25.99

**HOW SUCCESSFUL SCHOOLS WORK**
The Impact of Innovative School Leadership
Rona Tutt Consultant, Writer, Researcher and Former President of NAHT and Paul Williams Head Teacher, London
In this book, school leaders are provided with evidence-based information on creating successful schools.
2012 • 120 pages
Cloth (978-1-4462-0769-7) • £65.00
Paper (978-1-4462-0770-3) • £20.99

**MANAGING THE BUSINESS OF SCHOOLS**
Edited by Iris Keating and Ray Moorcroft both at Manchester Metropolitan University
School leaders will find practical guidance on managing risk, facilities and human resources, as well as a review of issues such as the workforce remodelling agenda and extended schools.
2006 • 256 pages
Cloth (978-1-4129-2116-9) • £90.00
Paper (978-1-4129-2117-6) • £29.99

**LEADING THE STRATEGICALLY FOCUSED SCHOOL**
Success and Sustainability
Second Edition
Brent Davies University of Hull
This book provides an accessible treatment of the theory and practice of strategic leadership, and includes international examples and references, as well as a chapter on strategic talent, to help leaders make sustainable improvements in their school.
2011 • 192 pages
Cloth (978-1-84920-808-6) • £77.00
Paper (978-1-84920-809-3) • £25.99

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SUCCESSFUL INDUCTION FOR NEW TEACHERS
A Guide for NQTs & Induction Tutors, Coordinators and Mentors
Second Edition
Sara Bubb Institute of Education, University of London

Are you worried about completing your NQT year? Are you worried about supporting the NQTs in your own school? The NQT year is highly demanding and pressurised. Everyone has to do it, but no one finds it easy. There are standards to be met and assessments to be done and this book will help both the NQT and tutor succeed.

It will answer your questions, offer advice and focus on all the most recent changes to teacher training. The new edition looks at:
• the 2012 teaching standards and even decodes some of the more vague ones
• what Quality Assuring Induction is
• how to produce outstanding portfolios of evidence.

With advice on building relationships, managing workload and emotional resilience it will not only help you pass your NQT year, it will help you to become a happy and effective teacher.

READERSHIP
All NQTs and their tutors

April 2014 • 168 pages
Cloth (978-1-4462-9397-3) • £00.00
Paper (978-1-4462-9398-0) • £00.00

SOUND BEFORE SYMBOL
Developing Literacy Through Music
Maria Kay

This book demonstrates how musical activities can support the development of literacy skills for young children aged from birth to eight years. The relationship between music and literacy is investigated, and through a wealth of ideas and resources, guidance is given on how to use music as a practical tool to develop skills vital to literacy. As music is naturally inclusive, the activities are suitable for all children. Each chapter includes activities to explore, and the book covers:
• the myriad of skills which may be elicited through music-making
• the importance of sound discrimination to literacy
• the links between how the brain processes both music and language
• how to develop literacy skills through musical activities
• ideas to support teaching literacy through phonics.

CONTENTS

READERSHIP
Teachers, practitioners, teaching assistants and childminders, as well as for anyone working with children in nursery and primary schools, children’s centres and at home.

February 2013 • 112 pages
Cloth (978-1-4462-5246-8) • £65.00
Paper (978-1-4462-5247-5) • £22.99

GETTING CHILDREN WRITING
Story Ideas for Children Aged 3 to 11
Simon Brownhill University of Cambridge

This book is a practical guide designed to stimulate story-writing in the early years and primary classroom. It offers a collection of novel and effective ideas which can be used by educators to energize, excite and motivate children to willingly write stories. Each chapter offers creative and innovative ideas to get children writing stories, including:
• how to help children ‘see the point’ of story-writing
• how speaking and listening, reading and phonics can be utilized to enhance written stories
• how technology can facilitate refreshing story-writing
• how story-writing can be physically interactive.

CONTENTS

READERSHIP
Those training in the five to 11 years sector, those in the infancy of their education career as well as those who are established in their professional role

May 2013 • 304 pages
Cloth (978-1-4462-5329-8) • £65.00
Paper (978-1-4462-5330-4) • £21.99

PHONICS
Practice, Research and Policy
Edited by Maureen Lewis
University of Exeter and Sue Ellis
University of Strathclyde

This resource brings a balanced approach to phonics, helping teachers find the right practical solutions to suit the children in their classrooms.

PUBLISHED IN ASSOCIATION WITH THE UKLA

2006 • 176 pages
Cloth (978-1-4129-3085-7) • £79.00
Paper (978-1-4129-3086-4) • £24.99

Find us on Facebook
facebook.com/SAGEeducation
WRITE DANCE IN THE EARLY YEARS
A Pre-Writing Programme for Children 3 to 5
Second Edition
Ragnhild Oussoren Education Trainer
This book and CD introduce the nine themes of the Write Dance approach at the appropriate developmental level for the Early Years.
LUCKY DUCK BOOKS
2010 • 128 pages
Cloth (978-1-84920-138-4) • £91.00
Paper (978-1-84920-139-1) • £29.99

WRITE DANCE IN THE EARLY YEARS PACK
Second Edition
Ragnhild Oussoren Education Trainer
Pack includes Book, CD and DVD
LUCKY DUCK BOOKS
2010 • 128 pages
Cloth (978-1-84920-392-0) • £58.99

WRITE DANCE
Second Edition
Ragnhild Oussoren Education Trainer
By using music and movement to introduce handwriting to children, this text improves children’s motor skills and provides a strong foundation for writing.
LUCKY DUCK BOOKS
2010 • 152 pages
Cloth (978-1-84860-690-6) • £91.00
Paper (978-1-84860-691-3) • £29.99

WRITE DANCE PACK
Second Edition
Ragnhild Oussoren Education Trainer
Pack includes Book, CD and DVD
LUCKY DUCK BOOKS
2010 • 168 pages
Cloth (978-1-84920-388-3) • £58.99

MORE WRITE DANCE
Extending Development of Write Dance for Children age 5-9
Second Edition
Ragnhild Oussoren Education Trainer
Write Dance is a lively, innovative, and above all, fun approach to developing pre-writing and writing skills using movement. More Write Dance uses music, instructions and illustrations to help teachers guide children on how to refine and develop their drawings to achieve fluent letter strings.
LUCKY DUCK BOOKS
2011 • 160 pages
Cloth (978-1-4462-0113-8) • £28.99

TEACHING MATHEMATICS VISUALLY & ACTIVELY
Second Edition
Tandi Clausen-May Educational Researcher
This practical book provides teachers in primary and secondary schools with advice and resources to develop a visual and active approach to teaching mathematics. This exciting new edition comes with a helpful CD-ROM, offering resources and practical activities that make it easy for readers to try out the ideas in the book for themselves.
This new edition also has:
- new resource materials, including dynamic PowerPoint presentations to use in your teaching
- a new section on time
- specific examples of teaching strategies
- lots more ideas for lesson activities.
With clear explanations and a strong visual layout, this is an ideal resource for teachers, SENCOs and teaching assistants who want to motivate their learners with different and exciting ways of teaching and learning maths.
CONTENTS
The Concept of Number / Models for Multiplication and Division / Place Value and Decimals / Fractions / Ratio, Proportion and Percentages / Algebra / Angle / Perimeter, Area and Volume / Circles and Time / Data Handling / Conclusions
READERSHIP
Teachers, SENCOs and teaching assistants who want to motivate their learners with different and exciting ways of teaching and learning maths
September 2013 • 120 pages
Cloth (978-1-4462-4085-4) • £75.00
Paper (978-1-4462-4086-1) • £24.99

Language & Literacy / Mathematics & Numeracy
OVERCOMING DIFFICULTIES WITH NUMBER
Supporting Dyscalculia and Students who Struggle with Maths
Ronit Bird, Teacher, London
This book provides teaching plans for key numeracy topics, aimed at those working with students aged nine to 16 years in order build the self-esteem of students who need extra help and give them a basic foundation in number.

2009 • 168 pages
Cloth (978-1-84860-710-1) • £80.00
Paper (978-1-84860-711-8) • £26.99

NEW EDITION!

THE DYSCALCULIA TOOLKIT
Supporting Learning Difficulties in Maths
Second Edition
Ronit Bird, Teacher, London
With over 200 activities and 40 games, this book is designed to support learners aged six to 14 years, who have difficulty with maths and numbers. Ronit Bird provides a clear explanation of dyscalculia, and presents the resources in a straightforward fashion.

New to this Second Edition:
• even more activities, games and printable resources
• additional material, provided on the easily accessible CD-ROM
• a table indicating which difficulties are supported by which activities
• material that caters for a wider range of abilities and ages.

CONTENTS
PART ONE: EARLY NUMBER WORK WITH NUMBERS UP TO 10 / Overview / What Are the Main Problems? / How to Help / Activities and Games / PART TWO: BASIC CALCULATION WITH NUMBERS ABOVE 10 / Overview / What Are the Main Problems? / How to Help / Activities and Games / PART THREE: PLACE VALUE / Overview / A Note about the Threshold Nature of the Column Labelling System / What Are the Main Problems? / How to Help / Activities and Games

READERSHIP
Specialist and non-specialist teachers who are working with learners with difficulties in maths in mainstream settings. It is equally useful as a resource to recommend to parents who want to support their children’s learning

March 2013 • 160 pages
Cloth (978-1-4462-6716-9) • £39.00
Paper (978-1-4462-6719-8) • £34.99

THE DYSCALCULIA RESOURCE BOOK
Games and Puzzles for ages 7 to 14
Ronit Bird, Teacher, London
Offering 100 photocopiable games and puzzles to help teach key aspects of numeracy, this book is highly practical.

2011 • 248 pages
Cloth (978-1-4462-0167-4) • £93.00
Paper (978-1-4462-0168-1) • £30.99

EARLY NUMERACY
Assessment for Teaching and Intervention
Second Edition
Robert J Wright, Southern Cross University, James Martland, University of Liverpool and Ann K Stafford, Mathematics Recovery, South Carolina
This is a highly practical resource that will be appreciated by classroom and specialist teachers alike. It provides teachers new to the Mathematics Recovery Programme with practical help and support to diagnose errors and misconceptions in early numeracy.

2006 • 224 pages
Cloth (978-1-4129-1019-4) • £74.00
Paper (978-1-4129-1020-0) • £24.99

TEACHING NUMBER IN THE CLASSROOM WITH 4-8 YEAR OLDS
Robert J Wright, Southern Cross University, Garry Stanger, New South Wales Department of Education and Training, Ann K Stafford, Mathematics Recovery, South Carolina and James Martland, University of Liverpool
This book translates years of research into a very understandable and comprehensive approach for teaching children how the number system is structured and how to think like a mathematician.

2006 • 224 pages
Cloth (978-1-4129-0757-8) • £74.00
Paper (978-1-4129-0758-5) • £27.99

DEVELOPING NUMBER KNOWLEDGE
Assessment, Teaching and Intervention with 7-11 year olds
Robert J Wright, David Elllemor-Collins, both at Southern Cross University and Pamela D Tabor, Harford County Public Schools
Following the great success of the earlier books, this fourth book in the Mathematics Recovery series equips teachers with detailed pedagogical knowledge and resources for teaching number to seven to 11-year-olds.

2011 • 312 pages
Cloth (978-0-85702-060-4) • £67.00
Paper (978-0-85702-061-1) • £23.99

Available as inspection copy for lecturers
KATE TUCKER’S FAVOURITES

Understanding Mathematics for Young Children by Derek Haylock and Anne Cockburn

This is an essential reference book for all early years practitioners. Its clear, detailed and easily accessible explanations of mathematical concepts will develop the reader’s mathematics subject knowledge. This, along with information about the progression of key mathematical skills, make this book an invaluable resource.

Threads of Thinking: Schemas and Young Children’s Learning by Cathy Nutbrown

Not only does this book inform the reader about children’s schemas, it also captures the essence of good early years practice by highlighting the consistent features, or ‘constants’, necessary for excellent practice. The discussion of theory and pedagogy, along with the use of case studies and illustrations, encourages the reader to reflect on features of their own practice. A thought-provoking and inspiring read with the child at its centre.

MATHEMATICS THROUGH PLAY IN THE EARLY YEARS

Third Edition
Kate Tucker Early Years Teacher and Trainer, Exeter

Offering practical examples of focused, playful teaching, this popular book is back for a Third Edition, with even more activities to use in your setting with children aged from three to eight years. Completely updated to cover the revised Early Years Foundation Stage, this new edition covers all the hot topics in the field of key mathematical skills, including:

- A new section on teaching mathematics in forest schools
- More coverage of using ICT to teach mathematics
- New case studies covering children with special needs
- A key vocabulary section at the end of each chapter as well as a detailed glossary
- Expanded and updated suggestions for further reading
- Even more activities to use in lessons.

With a clear and easy to use layout, this new edition is an ideal resource for all those wishing to enhance their mathematics teaching, as well as for students wishing to develop their knowledge and understanding of how to use play to teach mathematics.

CONTENTS
How To Use This Book / Play and Problem Solving / Creating and Using a Mathematical Environment / Creative Recording and Mathematical Graphics / Counting and Using Number / Pattern / Shape and Space / Measurement / Planning, Organizing and Assessing Independent Play / Parents as Partners: Involving Parents in Mathematics and Play

READERSHIP
Teachers working with children aged three to eight years who wish to enhance their mathematics teaching; outdoor learning co-ordinators may also find the book useful.

2007 • 176 pages
Cloth (978-1-4129-3421-3) • £93.00
Paper (978-1-4129-3422-0) • £33.99

HOW TO TEACH THINKING AND LEARNING SKILLS

A Practical Programme for the Whole School
CJ Simister Northwood College, London

This book is grounded in the best of current practice and theories surrounding thinking and learning skills. It provides a highly effective method for introducing a comprehensive set of thinking and learning skills to children aged five to 11 years, as well as ready to use lessons for use with learners of varying abilities.

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/ A Model of Leadership Resilience / PART TWO: ENABLING CAPACITIES OF LEADERSHIP
RESILIENCE / Relationships: Surround Yourself with Good Souls / Resonance / Renewal
/ PART THREE: LEADERSHIP RESILIENCE IN ACTION / Leadership Resilience in Action:
Stay Calm / Leadership Resilience in Action: Carry on / Leadership Resilience in Action:
Step into the New Reality / Leadership Resilience in Action: Want Something More / Leadership
Resilience in Action: Instigate Adaptive Action / Leadership Resilience in Action:
Reflect and Celebrate / PART FOUR: LEADING ORGANIZATIONAL RESILIENCE
/ Organizational Resilience Risks and Opportunities / A Final Word: Forgive Yourself
Everyday / Films, Music, and Literature to Conjure Up Ideas About Leadership Resilience

THE MULTIGENERATIONAL WORKPLACE
Communicate, Collaborate, and Create Community
Jennifer Abrams and Valerie A von Frank
Collaboration between professionals of all generations is an essential factor in school
success. This book, based on a very popular workshop that Abrams has presented across the U.S. and Canada,
addresses how all educators can look through a generational filter to be
more effective communicators, teachers and administrators.
Tools, checklists, professional development activities, real-life stories
and case studies bring the topic to life. With this honest, practical, and
often amusing look at generations at work, readers will learn to improve
communication, retain staff, and look toward succession.

CONTENTS
Introduction: Lost in Translation / Defining the Generations / Working With Multiple
Generations / School Savvy Etiquette / Communicate to Collaborate / Recruiting and
Retaining the Generations / Differentiating Professional Learning for the Generations
/ Succession Planning
READERSHIP
All educators

FAILURE IS NOT AN OPTION
6 Principles That Advance Student Achievement in Highly Effective Schools
Third Edition
Alan M Blankstein The HOPE
Foundation, Bloomington
This is a book for district and school leaders that describes how to
reshape the school culture to become a high-performing school and professional learning community that is able to sustain success for
every student. Anchored in the moral purpose of sustaining success for
all students, the book demonstrates how to reshape school cultures to
support continuous student success by building trust as a foundation
for the learning community and then implementing the 6 principles of the Failure Is Not an Option Framework. A framework which more than
350,000 educators have used to ensure success in their schools.
With contributions from Pedro A Noguera, Andy Hargreaves and Dean
Fink, this book not only outlines the who, what, and how of becoming a
high-performing school and learning community, but also shows how
to avoid 10 common routes to failure. The companion website provides
numerous resources, including videos, and many case stories and
elements from Alan M Blankstein’s work in schools and districts around
the United States are featured throughout.

CONTENTS
Why Failure Is Not an Option / Courageous Leadership for School Success / 10 Common
Routes to Failure, and How to Avoid Each / Relational Trust as Foundation for the Learning
Community / Principle 1: Common Mission, Vision, Values and Goals / Principle 2:
Ensuring Achievement for All Students—Systems for Prevention and Intervention / Principle
3: Collaborative Teamwork Focused on Teaching Learning / Principle 4: Data-Based
Decision Making for Continuous Improvement / Principle 5: Gaining Active Engagement
From Family and Community / Principle 6: Building Sustainable Leadership Capacity
READERSHIP
School leaders

NEW!
BOUNCE FORWARD
The Extraordinary Resilience of Leadership
Elle Allison-Napolitano
Wisdom Out, Founder
Beginning at a personal level and then moving onto a wider organizational
view, this book delves into what is known about resilience and how
this can be applied to leadership. Exploring specific strategies and tools
for becoming a more resilient leader, this book also includes real
leadership resilience in action stories from effective leaders who love
their work and achieve results. Organizational learning structures are also
covered, examining how they incubate resilience in people and teams,
and promote resilience throughout an organization.

CONTENTS
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/ A Model of Leadership Resilience / PART TWO: ENABLING CAPACITIES OF LEADERSHIP
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/ Organizational Resilience Risks and Opportunities / A Final Word: Forgive Yourself
Everyday / Films, Music, and Literature to Conjure Up Ideas About Leadership Resilience

NEW!
DELIVEROLOGY IN PRACTICE
How Education Leaders Are Improving Student Outcomes
Michael Barber Northeast Normal University
and Nick Rodriguez
Education leaders set ambitious goals for student achievement that
culminate in improving the college and career readiness of their high
school graduates, ensuring their success in post-secondary education.
This new book works as a follow up to Deliverology 101, exploring
successes and challenges faced when working with the Deliverology
model. This book includes:
• a comprehensive and detailed treatment of how education leaders deliver results
• practical, detailed, experience-based guidance on how to implement a particular element in the framework
• numerous case studies and examples and practical organizational strategies
• a clear layout with charts and dialog boxes for further illustration.

NEW!
THE MULTIGENERATIONAL WORKPLACE
Communicate, Collaborate, and Create Community
Jennifer Abrams and Valerie A von Frank
Collaboration between professionals of all generations is an essential factor in school
success. This book, based on a very popular workshop that Abrams has presented across the U.S. and Canada,
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Tools, checklists, professional development activities, real-life stories
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Generations / School Savvy Etiquette / Communicate to Collaborate / Recruiting and
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/ Succession Planning
READERSHIP
All educators

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FAILURE IS NOT AN OPTION
6 Principles That Advance Student Achievement in Highly Effective Schools
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Decision Making for Continuous Improvement / Principle 5: Gaining Active Engagement
From Family and Community / Principle 6: Building Sustainable Leadership Capacity
READERSHIP
School leaders
DIGGING DEEPER INTO ACTION RESEARCH

A Teacher Inquirer’s Field Guide

Nancy Fichtman Dana
University of Florida

How - and when - can we find time to conduct meaningful action research? Great ideas and thought-provoking questions can only blossom through methodical inquiry. Nancy Fichtman Dana steps in as your action-research coach and leads you on a journey through wonderings to real change in your classroom.

From framing your question to presenting your research, this guide will encourage, challenge and ultimately lead you through the action research process. Teachers, students and action-research coaches alike will learn how to:

- reframe initial wonderings into pointed inquiries
- creatively analyze both qualitative and quantitative data
- draw action-research topics out of ordinary discussions with colleagues
- share findings with others to help them improve as well.

With real-life vignettes, self-guided worksheets and an included DVD, Digging Deeper into Action Research is your go-to guide each time you embark on a new journey toward professional growth.

CONTENTS

April 2013 • 120 pages
Paper (978-1-4522-4195-1) • £18.99

COLLABORATIVE INQUIRY FOR EDUCATORS

A Facilitator’s Guide to School Improvement

Jenni Donohoo
Education Consultant

Collaborating for improved student outcomes makes sense. But beyond theory, do you know where to begin? How does a team gather, analyze, and then implement and evaluate learning objectives while engaging students and meeting school agendas?

Aligned to current Learning Forward standards and based on the latest professional development research, Collaborative Inquiry for Educators deconstructs the collaborative inquiry process. This step-by-step guide gives facilitators tools to move teams toward purposeful, productive, and impactful collaborative work, including:

- a clear and concise four-stage model that provides a structure for facilitating successful collaborative inquiry
- real-world examples from collaborative teams that model components of each stage
- clear, direct, and practitioner-focused tone with an emphasis on action over theory.

CONTENTS

READERSHIP
Head teachers and school leaders

July 2013 • 144 pages
Paper (978-1-4522-7441-6) • £18.99

UNTANGLING THE WEB

20 Tools to Power Up Your Teaching

Stephen E Dembo
Discovery Education, Discovery Communications Inc.
and Adam S Bellow
edúClipper

There are so many powerful Web tools available today that can engage students, empower teachers and make learning in the schools not only more relevant, but fun as well. While there are educational technologists who are quite passionate about discovering, trying and sharing these resources, the fact remains that the majority of teachers are either unaware of these tools or intimidated on how to successfully embed them in their instruction. This book is an introduction to using these Web-based tools in the classroom from a practical perspective as well as providing deeper dives demonstrating advanced ways they are being used to impact student learning. It helps you discover 20 free websites and tools which are flexible enough for primary through to high school use. More than a ‘how-to’ guide, you’ll receive:

- print and interactive eBook versions. The eBook includes hyperlinks, additional examples, and embedded videos for richer, in-depth exploration
- access to an online community where you can connect and collaborate with educators
- advice, tips, tricks, and bite-sized anecdotes from ed tech leaders.

CONTENTS

August 2013 • 200 pages
Paper (978-1-4833-3320-5) • £22.99

PERSONALIZED LEARNING

Student-Designed Pathways to High School Graduation

John H Clarke
The Open University

Give students the freedom to map their own educational pathways and help them boost their college and career readiness. Educators can help students take advantage of resources from the community, colleges, virtual platforms, and creative outlets to design their own education. In this book, readers will:

- hear from superintendents, students, teachers, and parents who have implemented and experienced success with personalized learning
- get specific tips to help your staff implement key processes and measure outcomes
- find answers for naysayers and the big questions that threaten success
- use models of prompts and rubrics to get your pilot programme started.

Personalized Learning gives you solid, flexible tools to enhance your school’s depth and generate successful outcomes.

CONTENTS
Introduction: All Learning is Personal / Engagement in Learning / Patterns of Growth / Shaping the Process of Inquiry / Scaffolding Personal Learning / Integrating School and Community / Assessing Readiness for College and Work / Transforming High School Learning

June 2013 • 240 pages
Paper (978-1-4522-5854-6) • £23.99

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LEMONS TO LEMONADE

Resolving Problems in Meetings, Workshops, and PLCs

Robert J Garmston and Diane P Zimmerman

Do your meetings spiral angrily out of control? Or simply not make the most of the participants’ talents? The three biggest complaints about meetings are: they waste time, they never get to real issues either because participants often do not speak up or one person dominates, disagreements and conflict render the sessions not only unproductive but unsafe. **Lemons to Lemonade** is the playbook you need to promote civil, productive discourse, detailing:

- how to prepare yourself to facilitate the discussion and keep it on task
- best practices for squashing conflict without wounding pride

This is the complete guide to getting the most out of every gathering of educators so that you no longer have unproductive meetings.

**CONTENTS**

- The Novice to Expert Journey / Building Personal Confidence / Intervention Principles / Deciding to Intervene / Common Group Issues / Managing Common Challenges / Strategies for Advanced Facilitation

August 2013 • 200 pages

Paper (978-1-4522-6101-0) • £12.99

**DISTRIBUTED LEADERSHIP MATTERS**

Perspectives, Practicalities, and Potential

Alma Harris University of Warwick

Distributed leadership—engaging the many rather than the few in school improvement—has long been a promising theory. But it must be implemented effectively before educators and students can reap the rewards, including improved learner outcomes and stronger organizational performance.

**Distributed Leadership Matters** offers pragmatic approaches for realizing these benefits. First, Alma Harris shows why harnessing educators’ collective expertise is an improvement strategy worth adopting. Then she details the collaborative processes that make it happen. Insights include:

- how to translate the research on distributed leadership into tangible results for your school
- methods for building the social capital necessary for sustainable institutional change
- how to distribute leadership widely and wisely through professional collaboration.

The old-fashioned ‘top-down’ leadership style no longer works for today’s schools. **Distributed Leadership Matters** is a bold step into the future.

**CONTENTS**


February 2014 • 176 pages

Paper (978-1-4129-8118-7) • £16.99

**NEW!**

**LEARNING FOR LEADERSHIP**

Developmental Strategies for Building Capacity in Our Schools

Eleanor Drago-Severson Columbia University Teachers College, Jessica Blum-DeStefano and Anila Asghar

Supporting adult professional development—or capacity building—is a challenge in today’s high-accountability atmosphere, especially with new teacher and principal evaluations. Help prepare leaders to nurture human potential and build internal capacities with this one-of-a-kind resource. Through the authors’ practical advice, you’ll learn to:

- employ practices that support leadership development in your schools and districts
- teach on-the-ground applications for effective professional learning initiatives
- design and implement action plans based on Four Pillar Practices for Growth that comprise a learning-oriented model of school leadership: Teaming, Providing Leadership Roles, Collegial Inquiry, and Mentoring with Developmental Intentionality
- help leaders bridge theory and practice with first-hand case study analyses.

If you want to improve student achievement, then make schools and districts havens for learning for both students and educators with this comprehensive, highly adaptable, and accessible resource.

**CONTENTS**


October 2013 • 320 pages

Paper (978-1-4129-9440-8) • £26.99

**NEW!**

**MOTION LEADERSHIP**

The Skinny on Becoming Change Savvy

Edited by Michael Fullan Ontario Institute for Studies in Education

Cycling from practice to theory and back again, this concise book provides the skinny on motion leadership, or how to ‘move’ individuals, institutions and whole systems forward.

2009 • 96 pages

Paper (978-1-4129-8131-6) • £13.99

Available as inspection copy for lecturers

Corwin Press
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Sara and Michael’s 20 high-energy projectable lessons for children aged 3-9 harness the brevity and potency of poetry for teaching the intricate skills behind writing well in any subject. The 100 poems—set against vivid full-color photographs and graphics on more than 500 slides—serve as a springboard for activities in which students read, discuss, and write to meet literacy objectives.

The 20 projectable lessons in book and DVD format each focus on one or two writing skills, offering opportunities to teach and re-teach essential communication and literacy skills. If students are to read and write complex literary and informational texts independently, they need highly effective, instructional scaffolding. With High-Impact Writing Clinics teachers and students alike will become fully equipped to do the rigorous, deep dives into complex texts day after day.

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Sonja Hollins-Alexander Insight Education Group, Inc

Online learning seems like a perfect solution for cost-conscious districts and busy teachers, but can these programs also deliver high-caliber professional learning? Using one district’s success story as a model, this timely book shows you how to combine well-designed online instruction with the energy of peer-to-peer collaboration. At the heart of this book is a model that supports powerful professional learning that increases educator effectiveness and results for every student.

Sonja Hollins-Alexander writes from her own experience building a successful online professional development (PD) program for a large urban district. Readers will find • research-based support for online PD and the author’s original Learner-Learner model • a thorough planning guide and ten action steps for program development • best practices for managing staffing and resources • strategies for establishing a true community of learners online.

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A Practitioner’s Guide to Creating a Boy-Friendly School
Kelley King

This book is about how to reform the culture of schools and classrooms to respond to the challenges of boys’ learning.

You’ve seen it in your school: boys struggling to master basic literacy skills, sitting outside the principal’s office, collecting labels like ‘hyperactive’, getting failing grades. Checked out, kicked out, or dropped out, they’re bunched when they should be scoring goals on the academic playing field. As a school leader, Kelley King has walked the talk: she successfully led her own staff to close the gender gap in reading and writing in just one year. In her step-by-step, research-based leadership plan for jump-starting boys’ achievement, she shares:

• critical insight into the brain-based differences between boys and girls • first-hand leadership and classroom experiences • ready-to-use activities and resources for leading a successful gap-closing initiative.

With tips, anecdotes, and more, Writing the Playbook provides educators in all roles with a blueprint for creating schools where boys (and girls!) thrive.

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