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Key



This is an Independent Thinking Press title

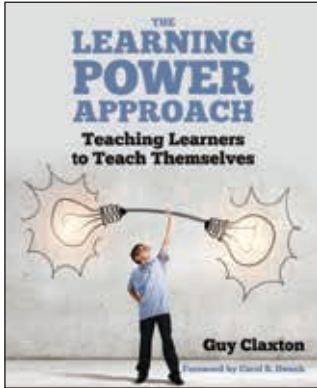
(p) Professional terms apply

(t) Trade terms apply

The Learning Power Approach

Teaching learners to teach themselves

Guy Claxton



978-178583245-1
£18.99 (p)
222 x 182mm
200 pages
paperback • ebook
JN - Education
JNT - Teaching skills

How to help students get good results in a way that also develops independence, initiative, determination and a love of learning.

Foreword by Carol S. Dweck.

In this groundbreaking book, Guy distils 15 years' practical experience with his influential Building Learning Power method, as well as findings from a range of kindred approaches, into a set of design principles for teaching. Students are gradually coached to take over responsibility for managing, troubleshooting and evaluating learning for themselves – and are thus better prepared for life after school, whether that be at university or college, or in work. And in school, fitting the learning-power turbo-charger means they learn what they need to know more deeply and more efficiently. Instead of the phoney war we now have a win-win way of teaching.

The Learning Power Approach clearly describes in detail the small tweaks to practice that are needed, together with the supportive evidence that underpins them. It carefully lays the ground for a series of books to follow that are tailored to primary teaching, secondary teaching and school leadership.



Guy Claxton is Emeritus Professor at Winchester University and Visiting Professor of Education at King's College London. An internationally renowned cognitive scientist, Guy's books include *Building Learning Power* and *Educating Ruby* (see page 51). Guy's Building Learning Power approach to teaching is widely used in all kinds of schools across the UK, as well as in Poland, Dubai, Indonesia, India, China, New Zealand, Australia, South Africa, Brazil and Argentina.

Teaching Creative Thinking

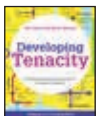
Developing learners who generate ideas and can think critically

Bill Lucas and Ellen Spencer

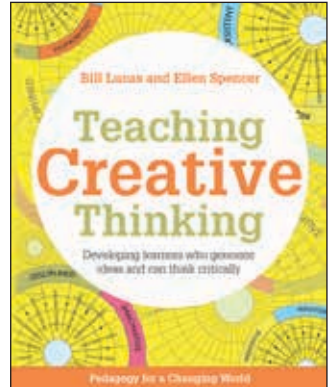
Defines and demystifies the essence of creative thinking, and offers action-oriented and research-informed suggestions as to how it can best be developed in learners.

Where once it was enough to know and do things, young people now need more than subject knowledge in order to thrive: they need capabilities. A key capability is creative thinking, and, in 2021, one of the guardians of global comparative standards, PISA, is recognising its importance by making creative thinking the 'innovative assessment domain' to supplement their testing of 15-year-olds' core capabilities in English, maths and science.

Replete with research-led insight and ready-to-use strategies, *Teaching Creative Thinking* is a powerful call to action and a practical handbook for all teachers and leaders, in both primary and secondary settings, who want to embed a capabilities approach in their schools.



Also by Bill Lucas and Ellen Spencer, see page 19



978-178583236-9
£16.99 (p)
222 x 182mm
216 pages
paperback • ebook
JN - Education
JNT - Teaching skills

Professor Bill Lucas is Director of the Centre for Real-World Learning. With Guy Claxton he created the Expansive Education Network: an organisation of schools that share a common view of the goals of education. These goals are outlined in their seminal book, *Educating Ruby* (see page 51).



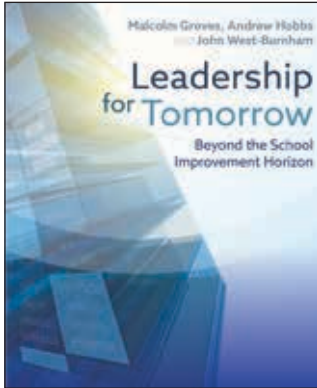
Dr Ellen Spencer is a senior researcher at the Centre for Real-World Learning. She has a PhD from the University of Warwick, where her doctoral research focused on the impact of policy on school improvement.



Leadership for Tomorrow

Beyond the school improvement horizon

Malcolm Groves, Andrew Hobbs
and John West-Burnham



978-178583237-6
£25.00 (p)
222 x 182mm
192 pages
paperback • ebook
JN - Education
JNT - Teaching skills

Presents school leaders with a vision-led analysis of what needs to change if schools are really to equip children and young people to thrive in our ever-changing world.

Continually adding improvements to existing models of schooling isn't enough: we need a more radical reconceptualisation of schooling's function and purpose. We need school leaders who can look beyond the horizon and lead on the strength of lessons learned from the here and now.

Rooted in the direct experience of innovative and successful school leaders, *Leadership for Tomorrow* lays out a wide range of strategies and case studies that will enable and inspire leaders to future-proof their school improvement approach and to fashion better futures for the children and young people in their care.

Suitable for school leaders, those preparing for leadership and those with an interest in leadership development and policy.



Malcolm Groves is a co-founder and managing director of Schools of Tomorrow. He has over 40 years' experience in education, encompassing primary and secondary phases, youth work and adult education.



Andrew Hobbs has almost 40 years' experience in education, working in schools and in policy development.



John West-Burnham is an independent writer, teacher and consultant in education leadership.

Leadership Dialogues II

Leadership in times of change

Dave Harris and John West-Burnham

Following on from the bestselling *Leadership Dialogues*, *Leadership Dialogues II* examines eight more themes crucial to the effective education of our young people in schools.

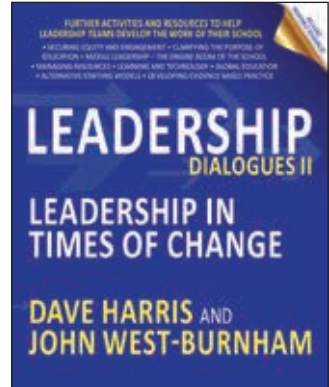
We are living in times when school leaders are looking for both simple answers and detailed instructions to help them progress to their goals. But in a period of rapid change, like the one we are in now and for the foreseeable future, there is no step-by-step guide, there is no instruction manual – only strong tools to support you on your journey.

Each of the eight themes in this book is of contemporary relevance to 21st century education and is split into five sections: each containing an outline on why it is an important topic, some key quotes to engage your thinking, a ten-minute read to provoke debate, and downloadable resources to help frame the dialogue's outcomes. All you need to do is think, discuss and then act.

Suitable for school leadership teams.



Also by Dave Harris and John West-Burnham, see page 49



978-178583256-7

£24.99 (p)

222 x 182mm

216 pages

paperback • ebook

JN - Education

JNT - Teaching skills

Dave Harris worked for over 20 years in school leadership, including 12 as a school principal across both primary and secondary phases. He now puts his ideas into practice as Managing Director of Independent Thinking Ltd.



John West-Burnham is an independent writer, teacher and consultant in education leadership. John is a director of three academy trusts, a trustee of two educational charities and is an honorary professor in the Institute of Education, University of Worcester.



Dare to be Different

A leadership fable about transformational change in schools

Will Ryan



978-178583276-5

£12.99 (p)

216 x 140mm

220 pages (est)

paperback • ebook

JN - Education

JNT - Teaching skills

March 2018

A must-read leadership fable of how a school leader inspired real transformational change by leading in accordance with his own values and beliefs.

In this light-hearted yet insightful journey into the soul of education, Will Ryan shares the trials and tribulations of the story's fearless protagonist, Brian Smith, as he strives to take back ownership of what happens in the classroom and build a vibrant curriculum with which to hook the imaginations of today's children.

Exploring the significant challenges that heads often have to overcome in order to turn their dream into a reality, *Dare to be Different* is an engaging read for all school leaders – in both primary and secondary settings – who are looking to promote excellence and raise aspirations within their schools and wider communities.



Will Ryan has worked in schools in Rotherham, South Yorkshire for over 30 years as a teacher, head teacher and local authority adviser. As a head teacher he led a school that prized itself on genuine pupil creativity and was described by Ofsted as 'outstanding'. He is a speaker and Associate of Independent Thinking Ltd.

Best of the Best Engagement

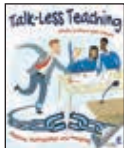
Isabella Wallace and Leah Kirkman

The third title in this highly acclaimed series covers engagement and motivation, which are essential for effective learning.

In the Best of the Best series Isabella Wallace and Leah Kirkman have, for the first time, brought together the most influential voices in education in one convenient resource: compendia of the most useful advice from the most celebrated educationalists combined with practical strategies to implement those ideas in the classroom.

Suitable for all educationalists, including teachers and school leaders.

Contributors include: Sir Tim Brighouse, Bill Rogers, Vic Goddard, Sue Cowley, Richard Gerver, Andy Cope, Bill Lucas, Ian Gilbert, Susan Wallace, Andy Griffith, Debra Kidd, Conrad Wolfram, Paul Dix, John Davitt, Phil Beadle, Mike Gershon and Mick Waters.



Also by Isabella Wallace and Leah Kirkman, see pages 33 and 51



978-178583247-5
£9.99 (p)
150 x 125mm
176 pages (est)
paperback • ebook
JN - Education
JNT - Teaching skills
February 2018

Isabella Wallace is an AST, curriculum coordinator and governor. She is a consultant for and contributor to the *Oxford Dictionary of Education* and presents nationally and internationally on outstanding learning and teaching.



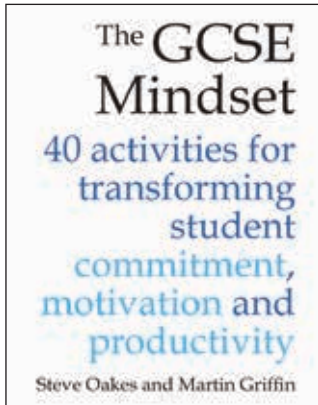
Leah Kirkman is an experienced AST and trainer. Keeping the needs of both the busy teacher and the discerning learner at the heart of all her training, Leah works with teachers both across the UK and abroad developing outstanding teaching and learning.



The GCSE Mindset

40 activities for transforming student commitment, motivation and productivity

Steve Oakes and Martin Griffin



Forty concrete, practical and applicable tools to supercharge pupils' resilience, positivity, organisation and determination.

At a time when GCSE teaching can feel like a conveyor belt of micromanaged lessons and last-ditch interventions, Steve Oakes and Martin Griffin – acclaimed authors of *The A Level Mindset* – suggest a different approach, underpinned by their VESPA (vision, effort, systems, practice and attitude) model of non-cognitive essential life skills.

These five characteristics beat cognition hands down as predictors of academic success, and in *The GCSE Mindset* the authors take this simple model as their starting point and present a user-friendly month-by-month programme of activities, resources and strategies that will help students break through barriers, better manage their workload and ultimately release their potential.

Also due in May 2018, *The GCSE Mindset Student Workbook*, see our website for details.



Also by Steve Oakes and Martin Griffin, see pages 21 and 45



Steve Oakes is the director of education at AQR International, where he leads the work on mental toughness in education. Prior to assuming his current position, he was the assistant director of sixth form at The Blue Coat School in Oldham.



Martin Griffin has 20 years' experience teaching post-16 students, and has been a head of faculty, assistant head teacher and deputy head teacher. He was the director of sixth form at The Blue Coat School in Oldham.

Uncharted Territories

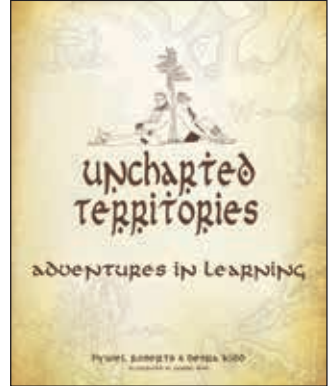
Adventures in learning

Hywel Roberts and Debra Kidd

A book of prompts, provocations and possibilities designed to nourish creativity and generate ideas that will get teachers excited about learning.

Uncharted Territories invites a reassessment of what curriculum coverage can look like in the classroom, or even in the home. All the ideas in this book are rooted in practice and grounded in research and have been held up to the scrutiny of professionals across the planet. These are not knowledge organisers or schemes of work; they are inspirational tickles – ideas to get teachers and children frothing at the mouth with a sense of purpose while motivating children to acquire, interpret and apply knowledge and use it to solve problems. Whether you are in an early years setting or a secondary geography classroom, there are adaptable possibilities woven throughout each chapter that place learners, of any age, knee-deep in dilemma, so that they are thinking deeply, analytically and imaginatively.

Suitable for all teachers, from early years settings to secondary schools.



978-178135295-3

£16.99 (p)

222 x 182mm

200 pages (est)

paperback • ebook

JN - Education

JNT - Teaching skills

March 2018

Hywel Roberts is a creative educator with 16 years' experience in the classroom teaching secondary drama and English in schools. Hywel is now a freelance consultant and Independent Thinking Associate.



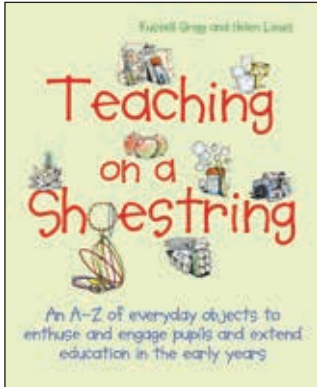
Dr Debra Kidd taught for 21 years in all phases of education, and has a doctorate in education. She was born in a house with an outside toilet and remembers her dad studying and moving their family to bigger houses with inside bathrooms: a living example of the value of education.



Teaching on a Shoestring

An A-Z of everyday objects to enthuse and engage pupils and extend education in the early years

Russell Grigg and Helen Lewis



Explores the educational value and potential of everyday objects for young children and suggests practical object-related activities to help develop learners' cross-curricular skills.

In an age of ever-tightening budgets, schools are careful to spend less and to spend wisely when building up collections of resources. With these value-for-money principles in mind, Grigg and Lewis examine the use of everyday objects in effective early years teaching and learning and go on to illustrate how they can be better exploited to develop in learners the four skills widely regarded as essential in the 21st century: communication, collaboration, creativity and critical thinking.

Attractively laid out for easy reference, *Teaching on a Shoestring* dedicates a section to each object and includes: background information and interesting facts about the object, questions and focus points for the teacher to consider pre delivery, guidance on the resources and preparation required to carry out the suggested activities, and further ideas and signposts to follow up on and extend the learning.

Suitable for early years practitioners, NQTs, parents and all those who work with young children.

978-178583307-6
£16.99 (p)
222 x 182mm
200 pages (est)
paperback • ebook
JN - Education
JNT - Teaching skills
September 2018



Dr Russell Grigg has recently taken up a new post as school inspector and consultant for the Ministry of Education in the United Arab Emirates. He has extensive experience in teacher training and has written five books and more than 40 articles on the subject of primary education.



Dr Helen Lewis leads the Primary PGCE programme at the University of Wales Trinity Saint David. She is a former local authority mathematics adviser with expertise in developing young children's thinking skills.

Thrive

In your first three years in teaching

Martha Boyne, Emily Clements and Ben Wright

Unlike most books for trainee teachers, *Thrive* doesn't just offer guidance on how to survive your first three years of teaching: it also shows you how to thrive.

Thrive is a product of the collective experience and anecdotal wisdom of three successful third-year teachers from three different subject areas – as well as learned insights from a professional tutor and a senior university lecturer – elegantly combined to help newly qualified teachers lay the foundations for a successful teaching career, long after the challenging first years are behind them.

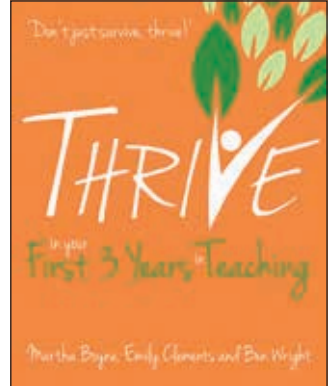
Covering the PGCE, NQT and RQT years of study, *Thrive* gets to grips with the basics of teaching – from behaviour management to lesson planning, through to differentiation and providing for SEND – and offers tried-and-tested strategies designed to equip the trainee teacher with the confidence to take ownership of the classroom, handle increased expectations and take on post-study responsibility without the guiding hand of his or her mentor.

Suitable for trainee teachers, NQTs, teacher-trainers and anyone considering entering the profession.

Martha Boyne is a secondary school science teacher who has recently completed her MA in education.

Emily Clements is a subject leader for Key Stage 3 science and is also the science subject tutor for The South Downs SCITT.

Ben Wright is lead practitioner of history at a successful secondary school in West Sussex and is passionate about developing thriving teachers, especially during those pivotal PGCE, NQT and RQT years.



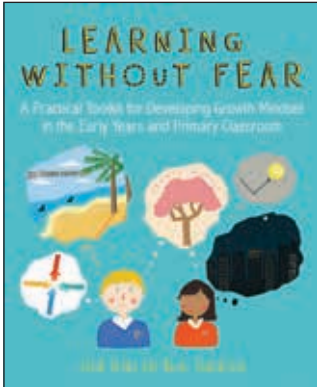
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 JN - Education
 JNT - Teaching skills
 April 2018



Learning without Fear

A practical toolkit for developing growth mindset in the early years and primary classroom

Julia Stead and Ruchi Sabharwal



Maps out learners' growth mindset journey from the early years up to their departure for the challenges of secondary school.

Growth mindset is a burning issue in schools right now. It has, however, often been misinterpreted as simply adding 'yet' to the end of a sentence. In *Learning without Fear* Stead and Sabharwal tackle this misconception by combining bitesized mindset theory with the practical tools and techniques that will enable teachers to nurture children who are willing to take risks to further and deepen their own learning.

Underpinned by up-to-date pedagogical thinking and research, *Learning without Fear* provides teachers of this under-represented age group with tangible and workable resources that address young learners' daily needs in the classroom.

Suitable for newly qualified and experienced teachers, from nursery to Year 6, as well as school leaders who want to empower their teachers to shift the learning culture of their school.

978-178583305-2

£19.99 (p)

222 x 182mm

200 pages (est)

full colour paperback • ebook

JN - Education

JNT - Teaching skills

May 2018



Julia Stead is a teacher and key stage leader with 13 years of experience in the classroom, having taught from reception right through to Year 5. Julia has written for various educational publishers.



Ruchi Sabharwal is a deputy head teacher at a large primary school in Cambridge. Driven by an insatiable passion for teaching and learning, Ruchi has a keen interest in new developments and research in pedagogy and is a regular speaker at Learning First conferences.

The Decisive Element

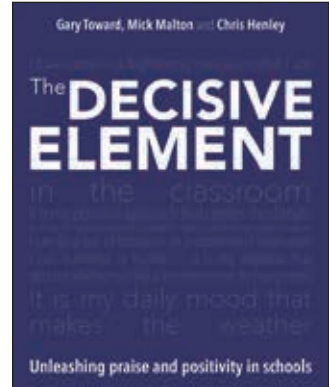
Unleashing praise and positivity in schools

Gary Toward, Mick Malton and Chris Henley

Rammed full of top tips, tools and techniques that will enable teachers to create a more positive, praise-based culture in their schools and classrooms.

The default setting in British education seems to be 'gloom'. Schools are under relentless pressure and the data-driven league table culture means that we often forget about the humans we work with. So what can teachers do to make pupils' school lives more joyous? Toward, Malton and Henley believe that the answer lies in harnessing the tools of praise and positivity so that the school setting becomes an environment in which all can thrive – from pupils to cleaners, and from head teacher to teaching assistants. Drawing on the authors' combined 100 years of experience, *The Decisive Element* provides powerful, research-informed strategies to help teachers create a culture in which pupils become the best they can be.

Suitable for all teachers, in both primary and secondary settings, and anyone who works in education or with children.



The front cover text has been adapted from
Ginott, H. (1972), *Teacher and Child:
A Book for parents and teachers*
(NY: Macmillan), p. 15.

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£16.99 (p)

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200 pages (est)

paperback • ebook

JN - Education

JNT - Teaching skills

May 2018

Gary Toward is a trainer and keynote speaker who has previously taught in seven schools countrywide.



Mick Malton has spent over 30 years in education, teaching in five schools across a range of different local authorities, and has a very strong background of senior leadership in schools facing challenging circumstances.



Chris Henley is a trainer and keynote speaker who taught for over 30 years in three different secondary schools.



Curriculum

Athena versus the machine

Martin Robinson



978-178583302-1

£14.99 (p)

216 x 140mm

200 pages (est)

paperback • ebook

JN - Education

JNF - Educational strategies and policy

May 2018

Explores the educational value of a curriculum rooted in the pursuit of wisdom, and advocates the enshrinement of such a curriculum as the central concern of an academic institution.

Rather than being seen as a data-driven machine, a school should be seen as an organic entity, with the central idea being to free the child to be his or her own person so that he or she can join in the ancient and continuing conversation: 'What is it to be human?' For this to occur, teachers need to be liberated from policy-led prescription in order to design curricula which bring the subjects being studied, rather than the blind pursuit of measurable outcomes, to the foreground of the school's teaching and learning agenda.

Curriculum shows them how. By emphasising the quality of a curriculum over and above other concerns, Martin Robinson examines what can be done in order to allow a true liberal arts education, and the owl of Minerva, to fly.

Suitable for teachers, school leaders and policy makers.



Martin Robinson worked for 20 years in state schools in London, as a teacher, as a leader and as an AST. Now an education consultant, he works with schools on enhancing their pupils' knowledge acquisition, questioning and communication skills. He also speaks regularly on creativity, character and a wide range of other current concerns in education.

Because of You, This is Me

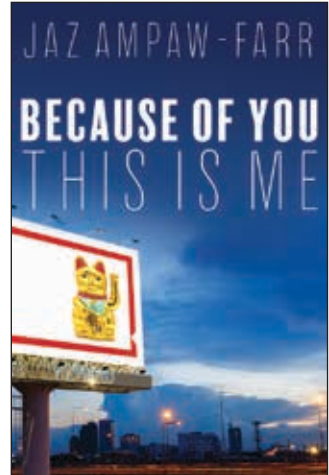
Jaz Ampaw-Farr

Pinpoints and celebrates the vital role that educators have in instilling ambitious resilience – both in their learners and themselves.

Growing up in poverty, and neglected and abused by her own parents, Jaz Ampaw-Farr was destined to become a statistic. Her story was changed, however, by a handful of teachers who made the point of putting human connection first – despite the challenges of the education system.

Because of these people, Jaz went on to become a teacher, writer and international speaker who, through celebration and provocation, engages and galvanises educators into embracing the difference that they can make when they put being a human first too. In *Because Of You, This is Me* Jaz shares her story – often harrowing but always uplifting – to show the ways in which the everyday heroes in our schools can empower those children who need their help the most.

Suitable for all educators.



978-178135298-4

£20.00 (t)

234 x 156mm

200 pages (est)

hardback • ebook

JN - Education

JNT - Teaching skills

August 2018

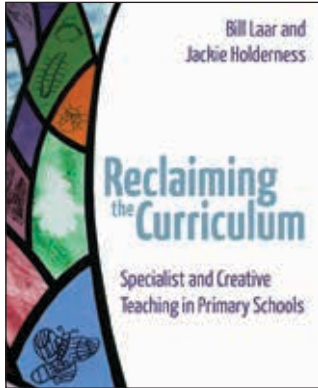
Jaz Ampaw-Farr is a speaker and self-described 'resilience ninja' whose enthusiasm is both infectious and hugely motivating. Her background as a stand-up comedian and literacy advisor, combined with her commitment to empowering teachers, make her talks both engaging and resourceful. You may recognise Jaz from the BBC spelling show *Hard Spell Abbey*, or more recently as a former candidate on *The Apprentice*.



Reclaiming the Curriculum

Specialist and creative teaching in primary schools

Bill Laar and Jackie Holderness



Examines the nature of a broad-ranging and worthwhile curriculum, and presents case studies that exemplify how it can be provided for, managed and effectively delivered.

A significant number of primary schools believe that their fate and reputation are dependent on data-driven inspections that take little account of the totality of the education they provide – and who could blame them? Because of this, many schools sacrifice an emphasis on the broad curriculum, especially in Years 5 and 6, in the interests of a more narrow focus on English and maths.

In *Reclaiming the Curriculum* Bill Laar and Jackie Holderness redress the balance and present a cornucopia of case-study examples from schools who are bucking this trend by providing their pupils with specialist content that transcends the core curriculum. The book features a diverse variety of school initiatives – ranging from computer programming classes to school-wide renewable projects – and paints a vivid picture of how the provision of such enriching activities can be made compatible with the school's educational programme.

978-178583306-9

£16.99 (p)

222 x 182mm

200 pages (est)

paperback • ebook

JN - Education

JNT - Teaching Skills

May 2018



A former head teacher, **Bill Laar** has been an inspector in local authorities including Birmingham, ILEA, Oxfordshire and Westminster, where he was deputy director of education. He was patron of the National Primary Heads (NPH) and is a well-known speaker.



Having worked for nearly 15 years as a senior lecturer in education at Oxford Brookes University, **Jackie Holderness** is now the education officer at Christ Church Cathedral. She is also involved in several local initiatives which focus on the creative arts.

Developing Tenacity

Creating learners who persevere in the face of difficulty

Bill Lucas and Ellen Spencer

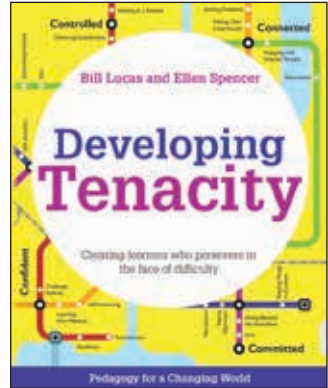
A powerful call to action and a practical handbook for all teachers who want to stimulate and strengthen their pupils' learning tenacity.

The second book in the Pedagogy for a Changing World series, *Developing Tenacity* investigates the value of tenacity in the educational setting and explores how resilience, character and grit can be developed in learners. Drawing on the pioneering work of Angela Duckworth (grit) and Carol Dweck (growth mindset), Lucas and Spencer harness the momentum of their findings and, in this book, present practical teaching strategies that will best nurture these capabilities in the classroom.

Suitable for all teachers and leaders, in both primary and secondary settings, who want to instil a strong sense of tenacity in their pupils' approach to learning.



Also by Bill Lucas and Ellen Spencer, see page 5



978-178583303-8
£16.99 (p)
222 x 182mm
200 pages (est)
paperback • ebook
JN - Education
JNT - Teaching skills
April 2018

Professor Bill Lucas is Director of the Centre for Real-World Learning. With Guy Claxton he created the Expansive Education Network: an organisation of schools that share a common view of the goals of education. These goals are outlined in their seminal book, *Educating Ruby* (see page 51).



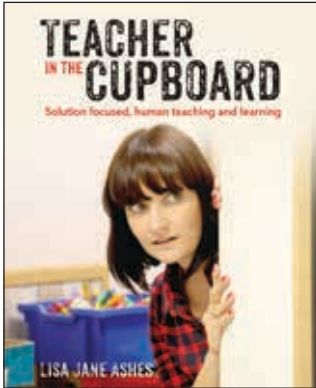
Dr Ellen Spencer is a senior researcher at the Centre for Real-World Learning. She has a PhD from the University of Warwick, where her doctoral research focused on the impact of policy on school improvement.



Teacher in the Cupboard

Solution focused, human teaching and learning

Lisa Jane Ashes



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JN - Education

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September 2018



Takes you on a self-reflective journey that will inspire you to create stimulating learning environments and to challenge the 'how to', tick-box approach to teaching.

In this absorbing take on the problems teachers face in their daily lives, Lisa Jane Ashes demonstrates how spending time 'in the cupboard' – a metaphor for removing yourself from a situation and observing both your own behaviours and the world around you through a more objective lens – can help you develop a positive, self-reflective approach that will produce excellent results no matter how hopeless the circumstances may seem.

Brimming with fresh perspectives and prompts for insightful reflection, *Teacher in the Cupboard* will show you how to harness the power of self-observation to make changes that can have a real impact on your day-to-day practice and human interactions – if you have the nerve to put your learning into action.

Suitable for NQTs, teachers and school leaders in all educational settings.



Lisa Jane Ashes is an experienced professional development provider for all things teaching and learning. An advanced skills English teacher by trade, she specialises in literacy across the curriculum. Lisa has worked in many school-based roles, ranging from classroom support to leadership, and her ability to create collaborative curriculums that allow all learning to be taken forward, used and improved comes from her many and varied experiences in schools.

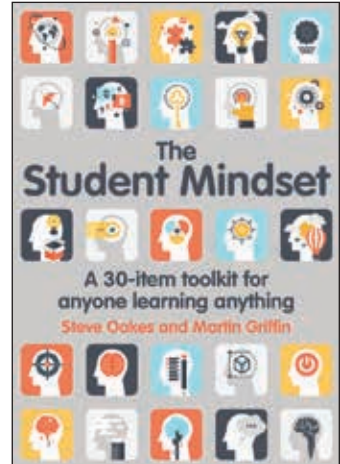
The Student Mindset

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Steve Oakes and Martin Griffin

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Steve Oakes and Martin Griffin, two of the most prominent practitioners of this initiative, have now produced *The Student Mindset* especially for students who wish to develop the characteristics and habits necessary for sustained success in college, university and life. They have selected some of the most powerful tools and techniques from their work in schools – including a range of effective project-management, prioritisation, stress-reduction, procrastination-busting and mindset-development strategies – and packaged them into this outstanding practical guide to becoming a successful and confident student.



Suitable for all students.



Also by Steve Oakes and Martin Griffin, see pages 10 and 45

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August 2018

Steve Oakes is the director of education at AQR International, where he leads the work on mental toughness in education. Prior to assuming his current position, he was the assistant director of sixth form at The Blue Coat School in Oldham.



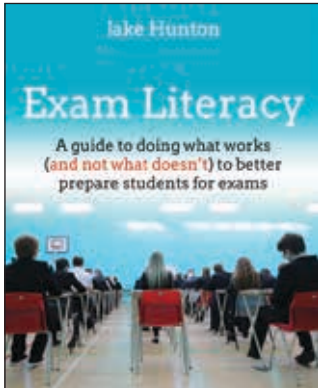
Martin Griffin has 20 years' experience teaching post-16 students, and has been a head of faculty, assistant head teacher and deputy head teacher. He was the director of sixth form at The Blue Coat School in Oldham.



Exam Literacy

A guide to doing what works (and not what doesn't) to better prepare students for exams

Jake Hunton



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JN - Education
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April 2018

Unlike most other study guides, this book focuses on the latest cognitive research into revision techniques – proven procedures which actually work.

In the light of the recent decision to make all subjects at GCSE linear, so that students will be tested in one-off exams, it will be even more important to prepare students effectively for exams. Accordingly, this book concentrates on what works more effectively in terms of revision strategies: practice testing, distributed practice, elaborative interrogation and self-explanation, whilst setting out what doesn't work as effectively: re-reading, highlighting, summarising, etc. Uniquely, it also includes some subject-specific examples based on the new specification content, showing how these proven revision strategies could work alongside subject content.

An exceptional and essential research-based guide for all teachers looking to improve exam results in schools and colleges.



Jake Hunton is head of modern foreign languages at Heart of England School in Solihull and believes in combining passionate, engaging and fast-paced MFL teaching with a focus on the highest achievement for all students.

Dynamically Different Classrooms

Create spaces that spark learning

Claire Gadsby and Jan Evans

Shares high-impact guidance on how to maximise the potential of every square inch of the learning environment.

Classrooms are private places. A lucky few – consultants and inspectors amongst them – get to visit hundreds of classrooms a year, yet many teachers never get the opportunity to see how other teachers ‘do it’. In *Dynamically Different Classrooms* Claire Gadsby and Jan Evans take away the guesswork by providing a visually striking masterclass on how to design and use the space within classrooms to enhance pupils’ learning experiences.

This inspiring book takes teachers on a unique journey of classroom discovery – from ‘sacred spaces’ to ‘pit stops’ – and gives them an instant shot of creativity as well as a thought-provoking point of comparison with other schools and phases of education. Teachers will be inspired, intrigued and compelled to take action – literally moving the furniture and clearing the walls in order to ‘spring clean’ their practice.

Suitable for all teachers, senior leaders, trainees and teaching assistants in all phases of education.

Claire Gadsby describes herself as an innovator, educator and motivator. A teaching and learning consultant and trainer with over 15 years’ classroom experience, she collaborates with numerous schools every year to raise their levels of achievement.

Jan Evans is an education consultant with over 30 years’ experience of working in education. Jan regularly leads whole-school training programmes as well as classroom-based coaching.



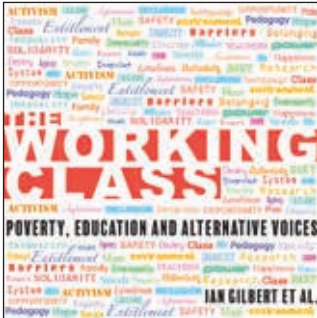
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 JN2 - Study and learning skills
 August 2018



The Working Class

Poverty, education and alternative voices

Edited by Ian Gilbert



Draws together educators from across the UK who call on all those working with young people in schools to adopt a more enlightened and empathetic approach to children in challenging circumstances.

When it comes to the education of children living in poverty there has been a great deal of talk about grit, resilience and the drive for social mobility. Yet such terms not only reflect merely a fraction of the wider story, they are also part of a narrative which puts all the onus on young people to 'pull themselves up' or else accept their fate among the ranks of the 'feckless poor'. In this unique collaboration, drawing together educators from across the UK and further afield, we challenge this destructive narrative and call on all those working with young people in schools – from policy makers to teachers and school leaders – to adopt a more enlightened, empathetic and practical approach to support all children in challenging circumstances.

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JN - Education
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March 2018



Contributors include: Jaz Ampaw-Farr, Sir Al Aynsley-Green, Phil Beadle, Paul Dix, Dr Debra Kidd, Jarlath O'Brien, Hywel Roberts, Will Ryan and Professor Mick Waters.



Ian Gilbert is an educational speaker, award-winning writer and editor, innovator, entrepreneur and a man who the *IB World* magazine named as one of its top 15 'educational visionaries'. In 1994 he established the unique educational network Independent Thinking, whose Associates and pioneering books have influenced teachers, school leaders and young people all across the globe. Ian has a unique perspective on education having lived and worked in the UK, the Middle East, South America, Asia and, now, the Netherlands.

The Learning Imperative

Raising performance in organisations by improving learning

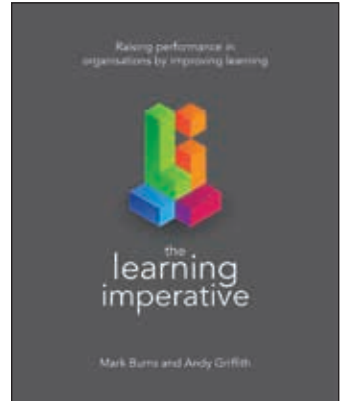
Mark Burns and Andy Griffith

A groundbreaking new book that puts the spotlight on improving the performance level of individuals and teams working in organisations.

Learning is far too important to neglect or remain on the 'nice to do' list; without effective learning in an organisation, it will soon suffer from stagnation, de-motivation, a lack of curiosity and, eventually, obsolescence. But there are many barriers to effective learning.

The Learning Imperative, written by bestselling authors and learning specialists Mark Burns and Andy Griffith, addresses these barriers and provides practical strategies for overcoming them. But even overcoming these barriers far from guarantees effective learning so the authors also guide the reader through the key principles in designing learning that directly improves performance.

Suitable for leaders, managers and the individual alike, *The Learning Imperative* will enable the reader to improve both their own learning ability and that of their organisation.



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KJ - Business and management

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management techniques

October 2018

Mark Burns is a leading trainer with Osiris Educational and a director of MALIT Ltd and has a wealth of experience from his 12 years of teaching. He contributed significantly to the development of the Outstanding Teaching Intervention (OTI).



Andy Griffith is the co-creator of the OTI and is a director of MALIT Ltd. He has helped teachers and whole schools move up to Ofsted's Outstanding grade.



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Super Lean, Super Healthy, Super Fast!

Jason Vale



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VF - Family and health

Jason Vale, the world's number one name in juicing, is back with his first ever protein-based blending plan.

Super Blend Me! has been designed with everyone in mind. It doesn't matter if you have an enormous amount of weight to lose, or just want to get a little healthier and shredded. Due to its rich, plant-based high-protein recipes, it has also been designed with physical exercise in mind. So whether you're an athlete or just someone who likes to exercise daily, you can run or lift to your heart's content on this programme. Jason has ensured that each recipe not only tastes amazing and fully satisfies on the hunger front, but is also super fast to make and its ingredients easy to get hold of!

All of the ingredients can be conveniently found in any major supermarket and are all recognisable, so there's no need to forage for 'designer' berries that can only be found in an Amazonian rainforest!

This unique and exciting plan has already been put to the test by a trial group of over 50 people, and the results were incredible.



Jason Vale is a well-known health and addiction author (see page 72) who has sold over five million books and over one million apps. He is frequently featured on radio, television and in the press across the globe, and his unique approach focuses on the right psychology and nutritional tools to make weight loss and good health easy and attainable for everyone.

The Practitioner's Guide to Mirroring Hands

A client-responsive therapy that facilitates natural problem-solving and mind-body healing

Richard Hill and Ernest L. Rossi

Describes in detail how Mirroring Hands is conducted, and explores the framework of knowledge and understanding that surrounds and supports its therapeutic process.

Foreword by Jeffrey K. Zeig, PhD.

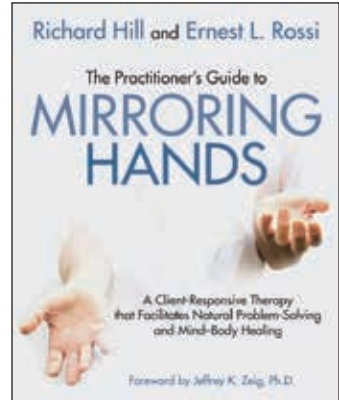
Mirroring Hands is a practical therapeutic technique that can be utilised by all practitioners for the benefit of their clients. With a tranquil state of focused attention as the starting point, the practitioner invites the client to explore an issue by projecting it into their hands; with one hand representing the difficulty or disturbance, the other becomes the natural container for the opposite reflections – resolution, ease and comfort.

An ideal progression for those engaged in mindfulness and meditation, this is the first book on the subject specially written for all mental health practitioners and is suitable for students of counselling, psychotherapy, psychology and hypnotherapy, as well as anyone in professional practice.

See our website for details about the abridged audio version.

Richard Hill, MA, MEd, MBMSc, DPC is acknowledged internationally as an expert in human dynamics, communication, the brain and the mind. He is an international lecturer and keynote speaker on the topics of neuroscience and psychosocial genomics.

Ernest L. Rossi, PhD holds a diploma in clinical psychology and is the recipient of three lifetime achievement awards for outstanding contributions to the field of psychotherapy.



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Uncivilised Genes

Human evolution and the urban paradox

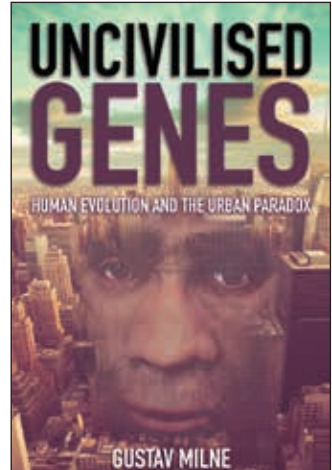
Gustav Milne

Explores how we can reconfigure our lifestyles and urban environments, based on an understanding of our prehistoric past, in order to bring about a richer future for mankind.

Our ancestral diets and lifestyles could hold the secret not only to enhancing our health and happiness but also to combating the prevalence of western lifestyle diseases. Drawing on what archaeological evidence reveals about Palaeolithic and Mesolithic diets, as well as on anthropological studies of contemporary hunter-gatherer societies, Milne offers timely insights to enhance our collective and individual health and prosperity.

This book is not a rejection of modernity. Neither is it a call to reject towns and seek solace in a rural idyll, nor another celebrity-endorsed fad diet or exercise programme. Rather, it is a chronicle of the myriad factors that continue to contribute to our societal and personal well-being, and a blueprint for a richer future more in tune with our basic physiology, psychology, metabolism and mindset.

Essential reading for anyone interested in living a healthier, more evolutionary-concordant life.



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and public health

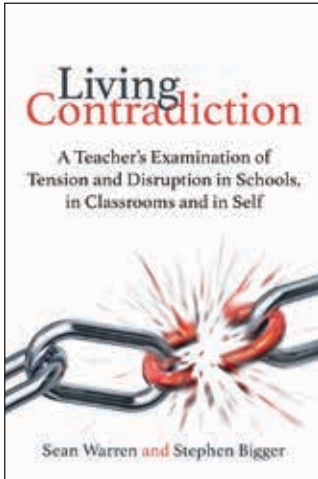
Gustav Milne studied archaeology at the University of Oxford and Birkbeck College, University of London. He worked as a professional archaeologist with the Museum of London for 20 years before lecturing at the Institute of Archaeology, University College London.



Living Contradiction

A teacher's examination of tension and disruption in schools, in classrooms and in self

Sean Warren and Stephen Bigger



978-178583177-5
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336 pages
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JNT - Teaching skills

Describes how one teacher lost himself in his rigid commitment to upholding standards, and charts his research-led journey to find a better way.

In this candid account, presented in the form of a dual narrative, Warren describes how he adopted a persona infused with control and intolerance as his authoritarianism in the classroom became increasingly incongruent with his personal values and aspirations as an educator.

Grappling with both the philosophical and the pragmatic, the authors offer two distinct perspectives in their commentary on Warren's journey – supporting their interspersed critical reflections with thought-provoking insights into the methodology and outcomes of Warren's research project.

Suitable for teachers, NQTs and policy makers, *Living Contradiction* is a resonatory self-examination of teacher identity and a significant contribution to the debate about how schools and classrooms are run.



Sean Warren, PhD began his career in education in 1988. He proceeded to work with young people in Papua New Guinea, Romania and the United States. Back in the UK, his diverse experience incorporated many roles in education.



Stephen Bigger, PhD began his career as a secondary teacher and from 1981 was a lecturer in education in teacher training institutes, in Scarborough, Oxford and Worcester, ending as head of department and head of research in education.

Neuroscience for Teachers

Applying research evidence from brain science

Richard Churches, Eleanor Dommett
and Ian Devonshire

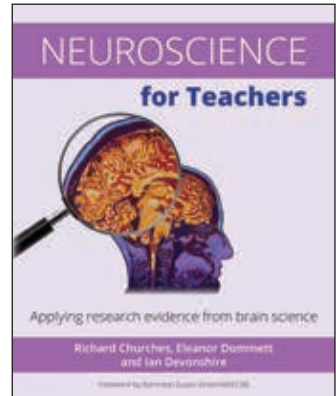
Expertly unpacks, in an easy-to-read and instantly useable way, what every teacher needs to know about the brain and how we really learn – and what that suggests for how they should teach.

Foreword by Baroness Susan Greenfield CBE.

As the field of neuroscience uncovers more of nature's secrets about the way we learn – and further augments what we already know about effective teaching – *Neuroscience for Teachers* advocates using more efficient pedagogies rooted in a better understanding and application of neuroscience in education.

Packed with examples and research-informed tips on how to enhance personal effectiveness and improve classroom delivery, *Neuroscience for Teachers* provides accessible, practical guidance supported by the latest research evidence on the things that will help your learners to learn better.

Suitable for LSAs, NQTs, teachers, middle leaders, local authority advisers and anyone working with learners.



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JN - Education

Richard Churches is programme director for the DfE Future Teaching Scholars programme.



Eleanor Dommett is a senior lecturer in biological psychology and neuroscience at the Institute of Psychology, Psychiatry and Neuroscience, part of King's College London.



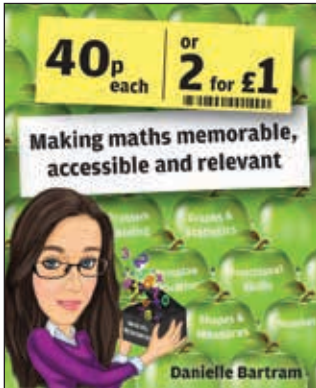
Ian Devonshire is a neuroscientist and lecturer who has spearheaded a range of innovative, inter-disciplinary research projects involving universities, schools, private companies, charities and the government.



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Making maths memorable, accessible and relevant

Danielle Bartram



Ideas to develop a whole-school commitment to, and enthusiasm for, improving numeracy.

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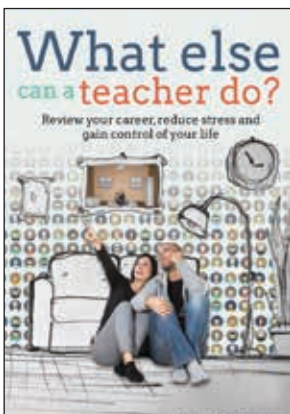
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JN - Education
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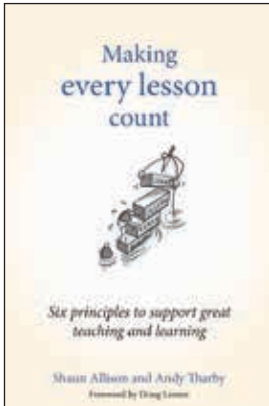
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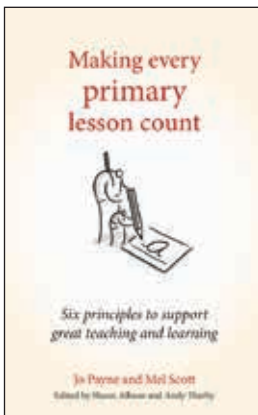
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Jo Payne and Mel Scott



Advocates an approach designed to cultivate a classroom culture of growth and excellence – enabling pupils to leave primary school as confident, successful learners.

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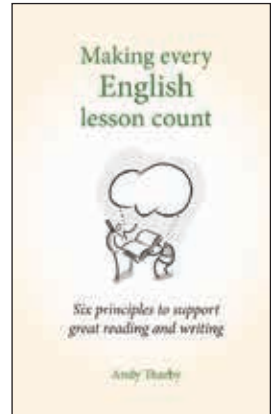
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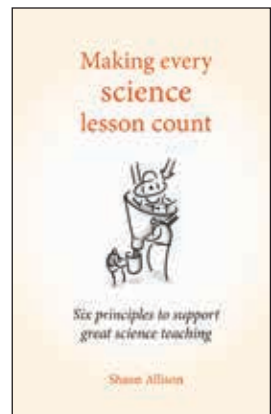
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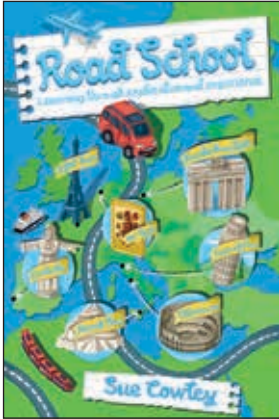
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YQS - Educational: sciences, general science



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Learning through exploration and experience

Sue Cowley



Part comedy travelogue, part parenting guide, part educational philosophy, *Road School* asks you to consider what 'an education' really means and offers tips for anyone planning their own learning adventure.

Frustrated by a regime of statutory testing, and keen for a midlife adventure, Sue Cowley and her partner took their children out of school to educate them on the road.

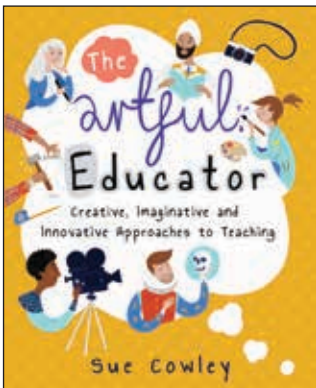
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Sue Cowley



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A collection of suggestions designed to inspire you to take creative risks with your learners, this is a book for explorers and rebels. An ideal resource for trainees, NQTs and experienced teachers alike.

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Messy Maths

A playful, outdoor approach for early years

Juliet Robertson

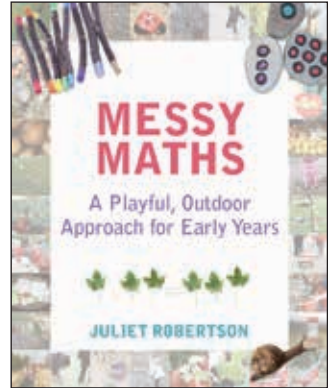
Activities to encourage children to learn through hands-on experience.

Juliet Robertson offers a rich resource of ideas that will inspire you to tap into the endless supply of patterns, textures, colours and quantities of the outdoors and deepen children's understanding of maths through hands-on experience.

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Bradley Busch and Edward Watson

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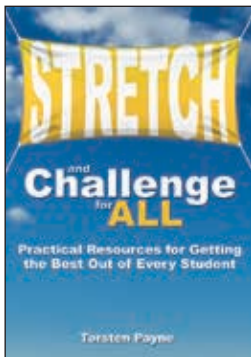
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Paul Dix

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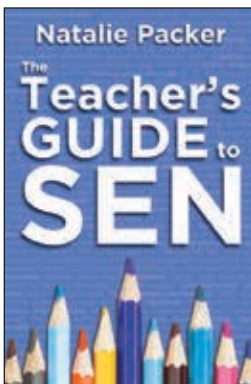
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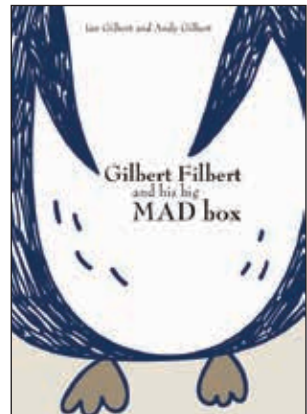
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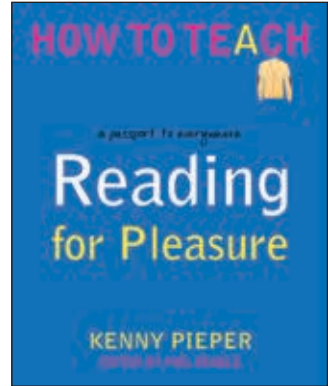
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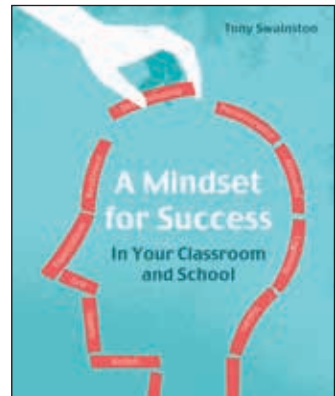
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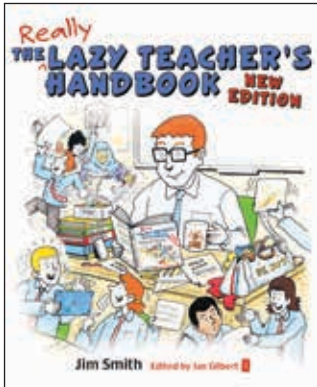
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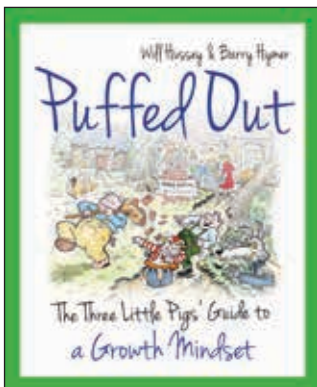
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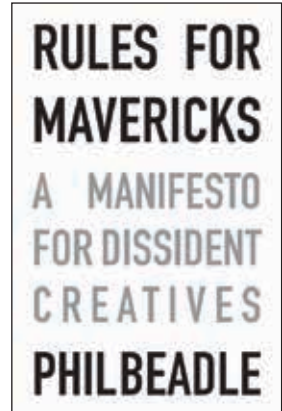
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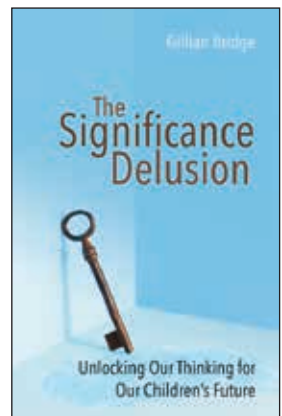
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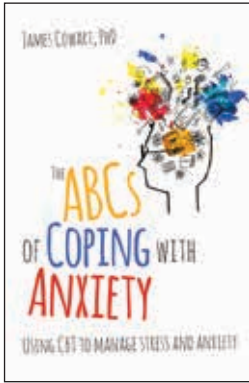
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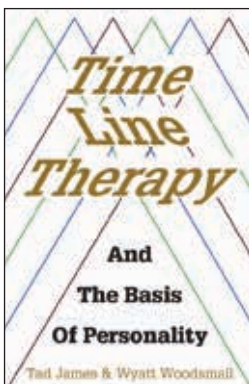
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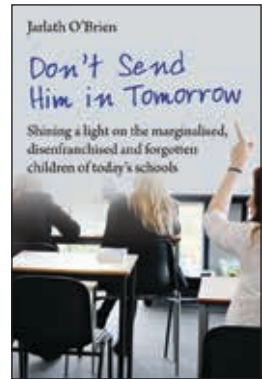
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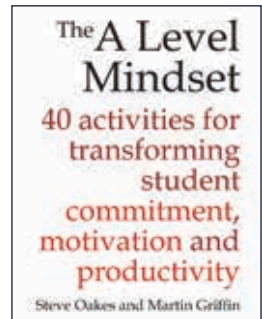
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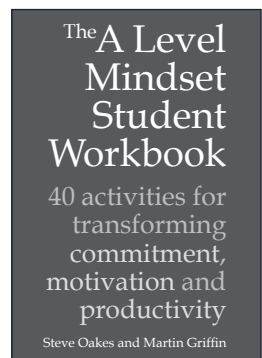
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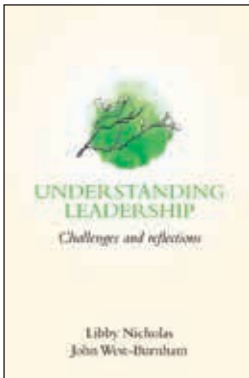
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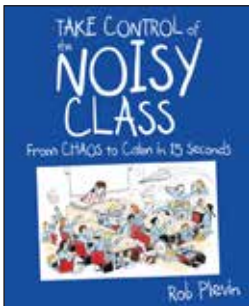
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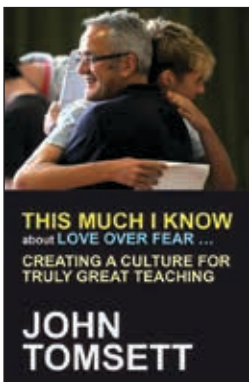
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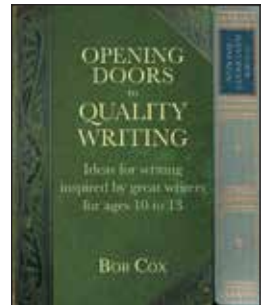
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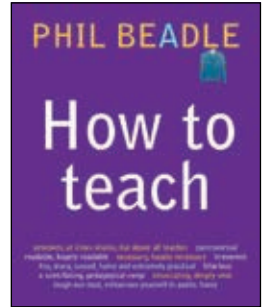
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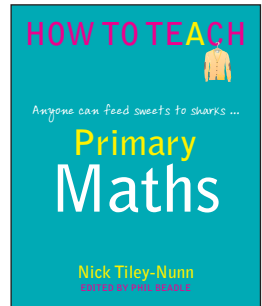
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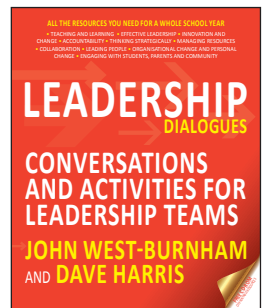
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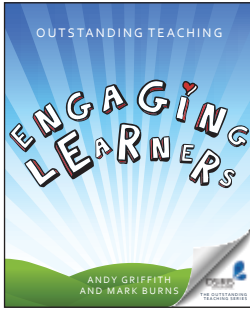
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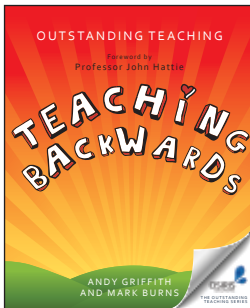


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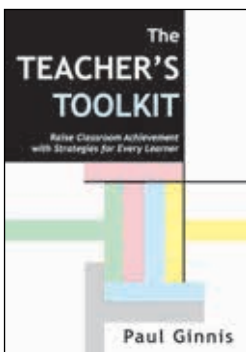
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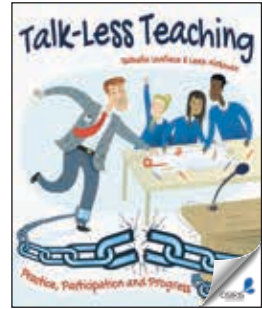
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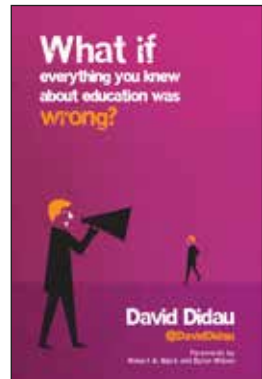
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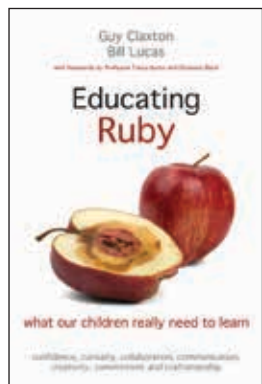
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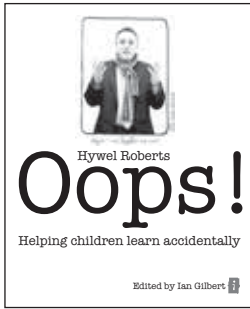
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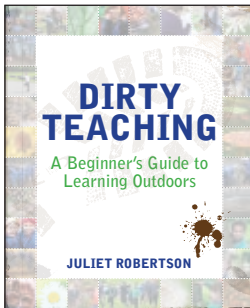


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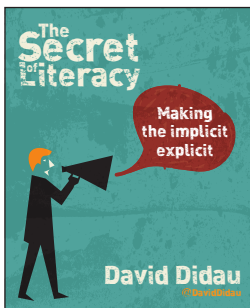
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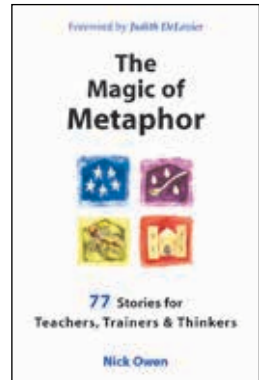
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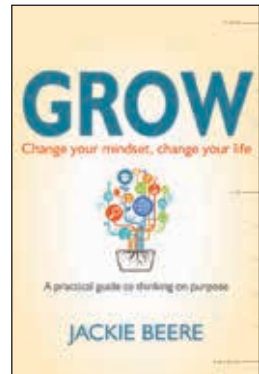
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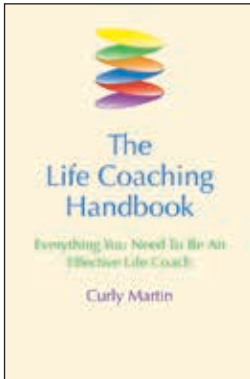
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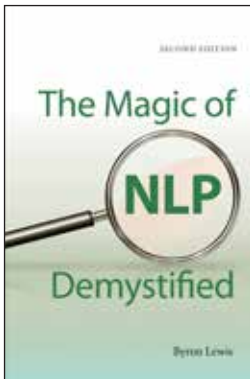
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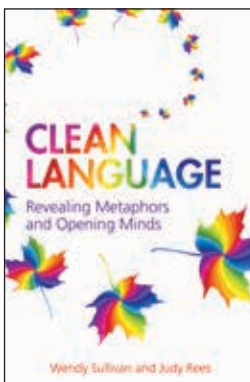
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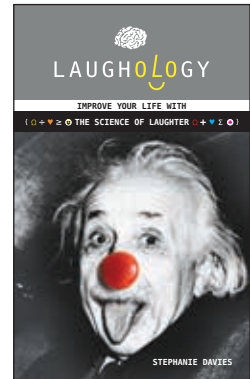
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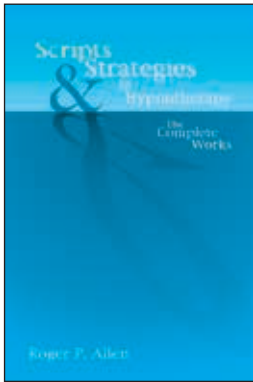
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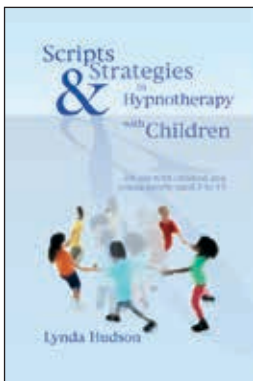
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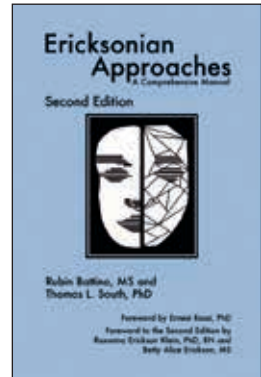
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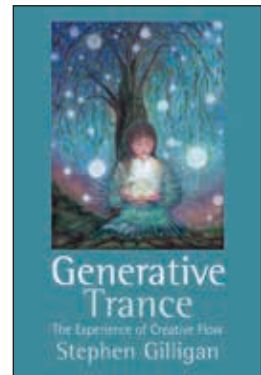
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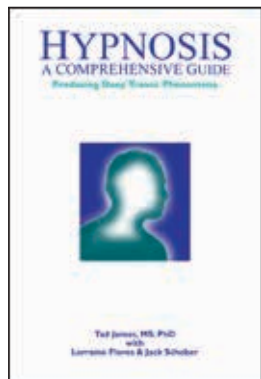
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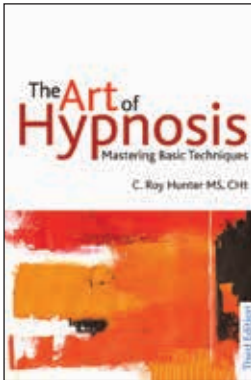
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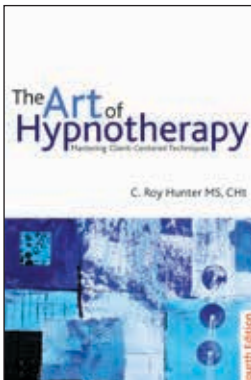
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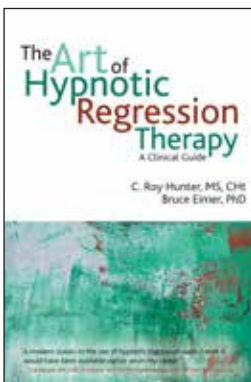
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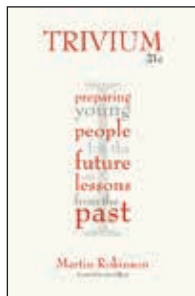
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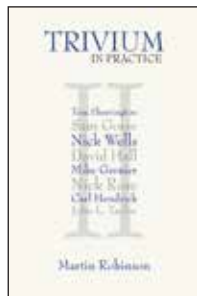
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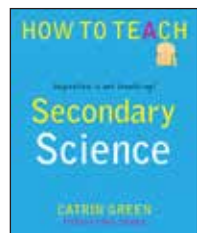
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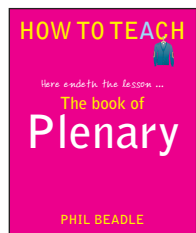
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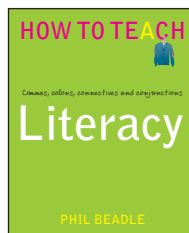
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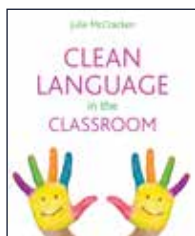
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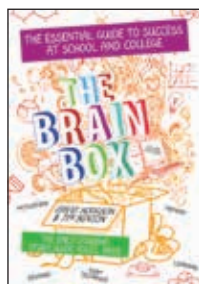
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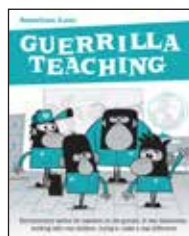
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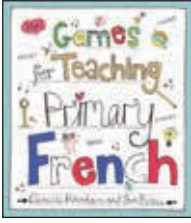


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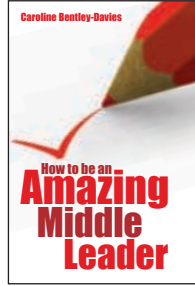




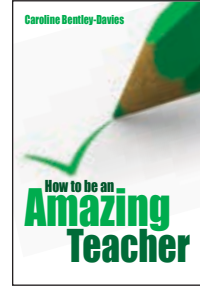
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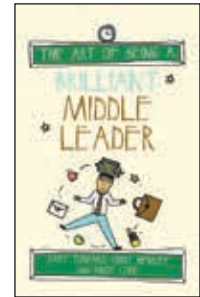
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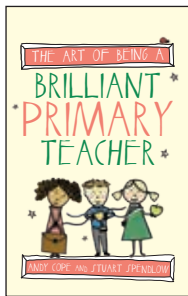
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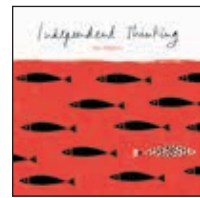
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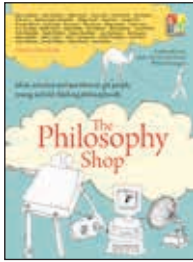
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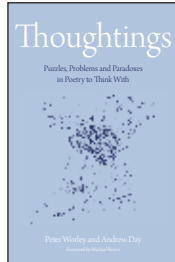


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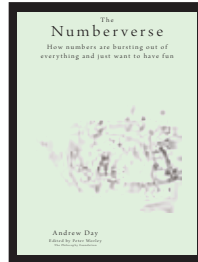
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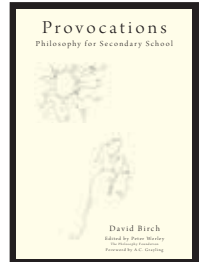
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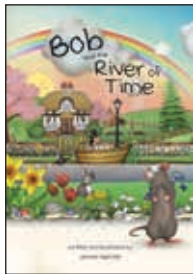
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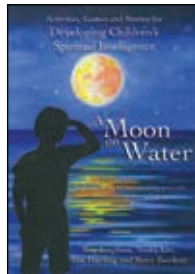
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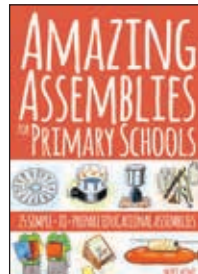
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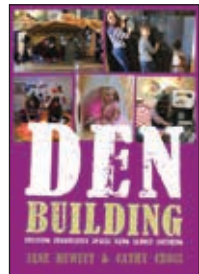
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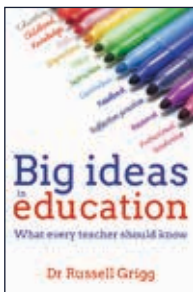
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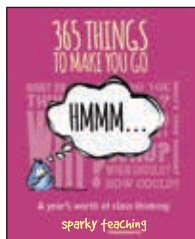
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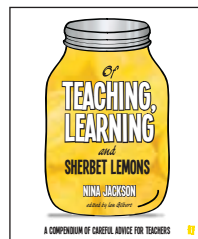
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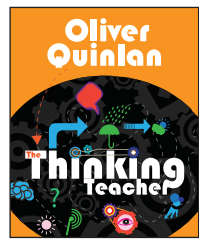
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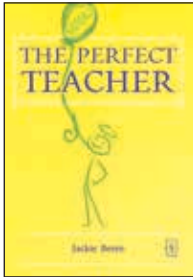
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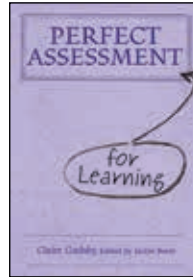
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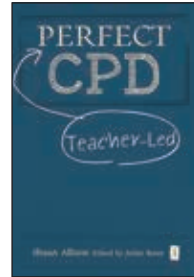
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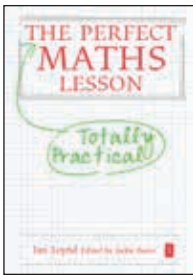
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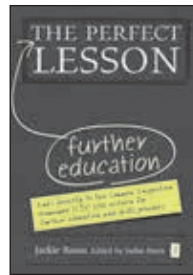
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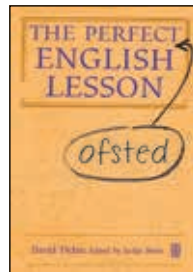
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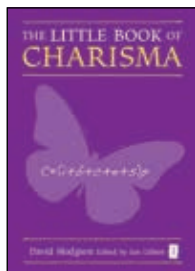
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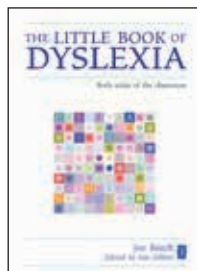
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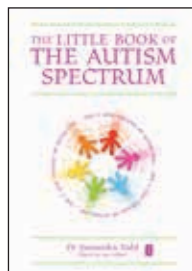
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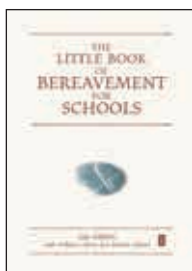
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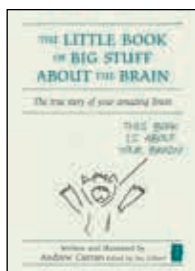
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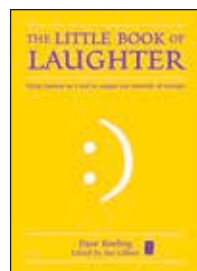
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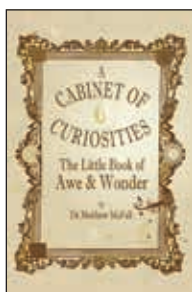
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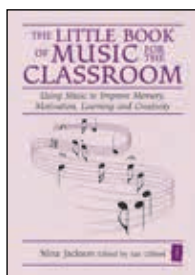
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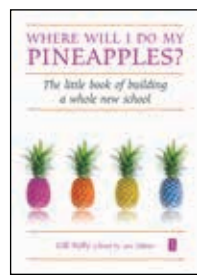
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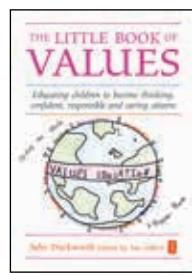
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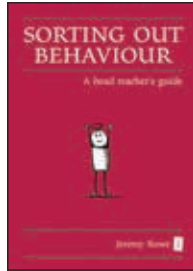
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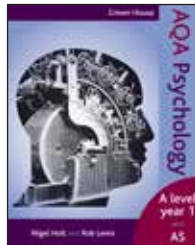
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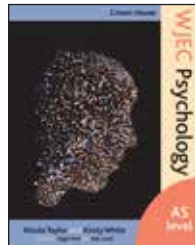
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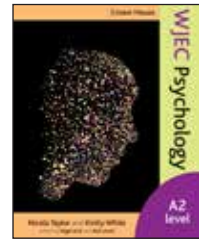
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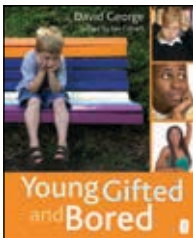
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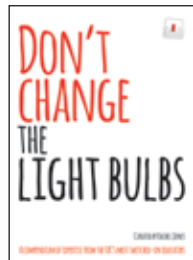
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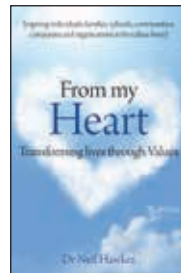
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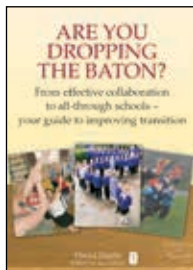
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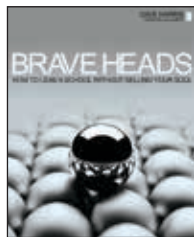
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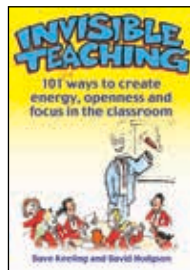
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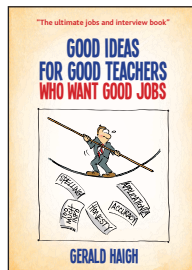
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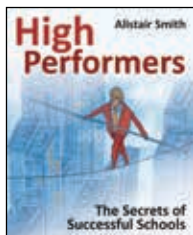
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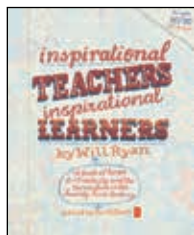
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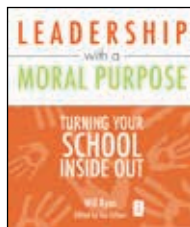
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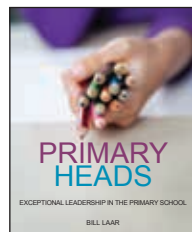
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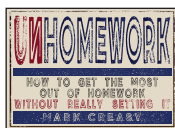
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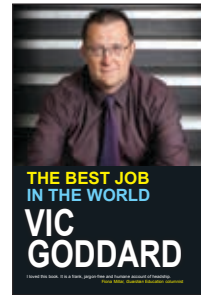
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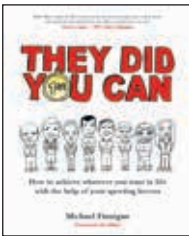
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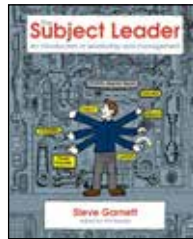
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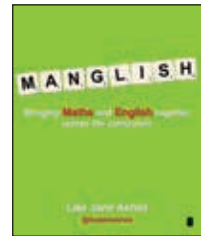
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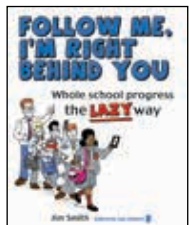
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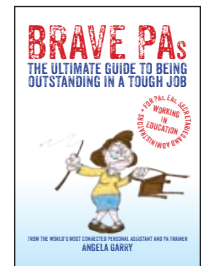
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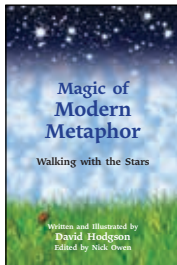
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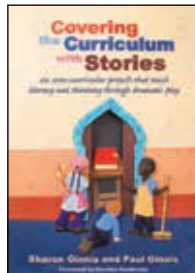
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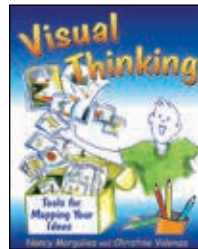
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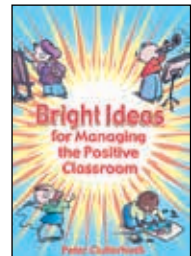
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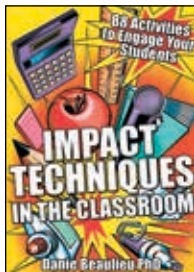
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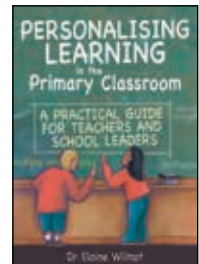
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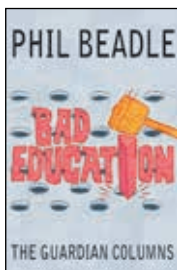
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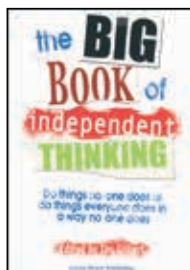
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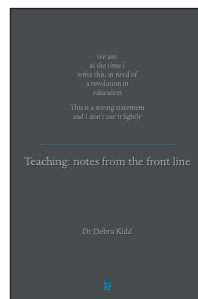
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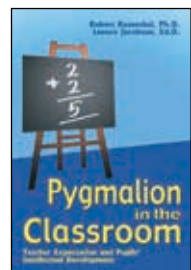
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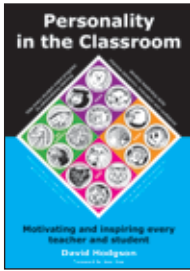
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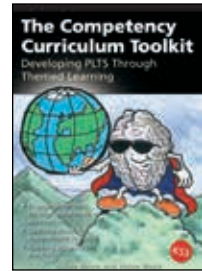
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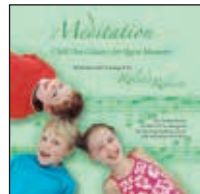
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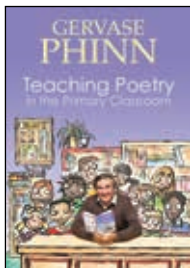
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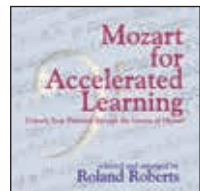
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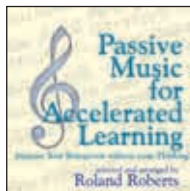
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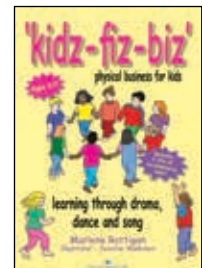
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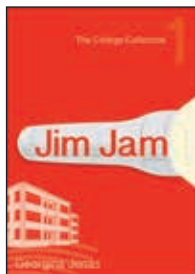
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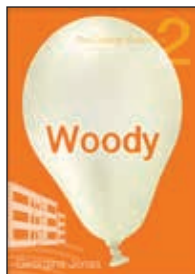
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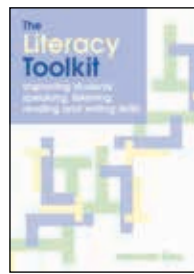
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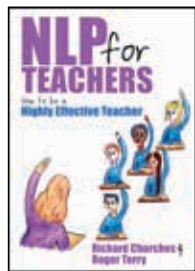
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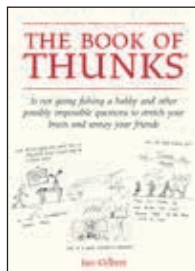
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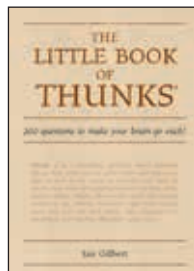
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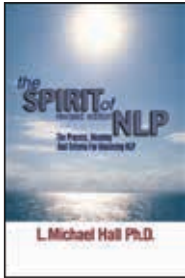
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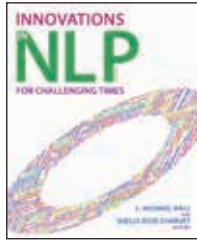
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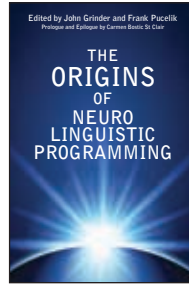
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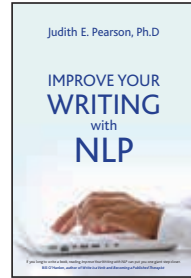
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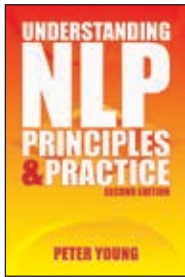
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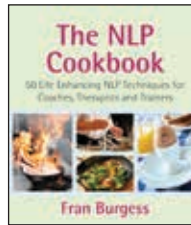
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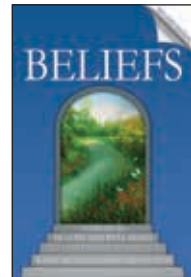
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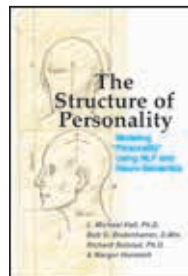
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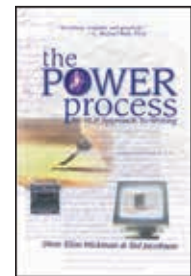
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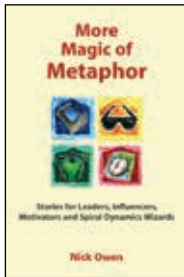
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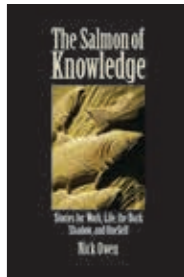
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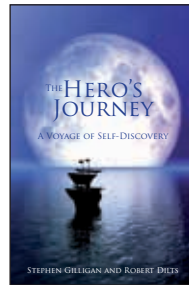
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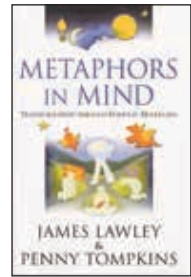
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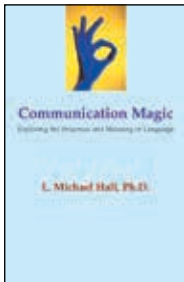
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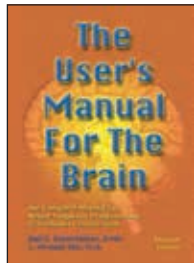
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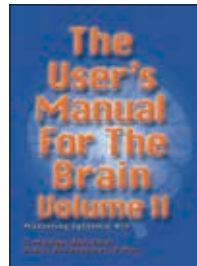
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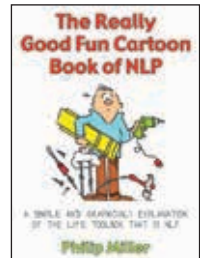
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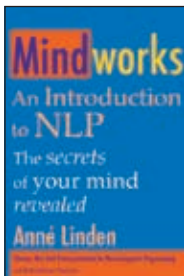
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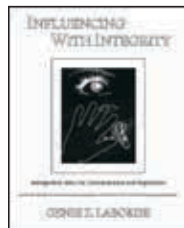
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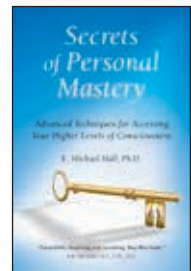
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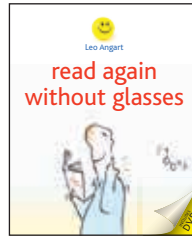
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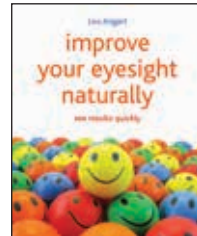
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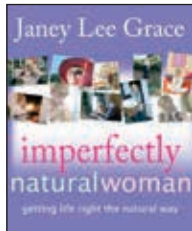
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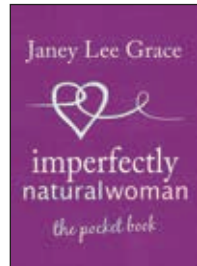
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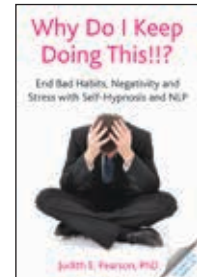
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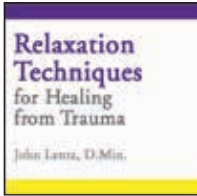
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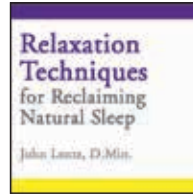
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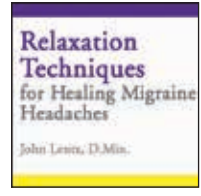
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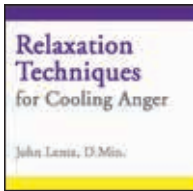
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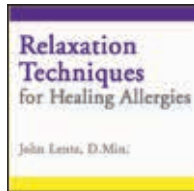
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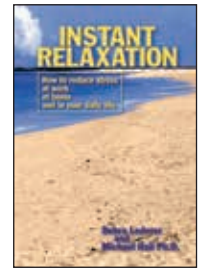
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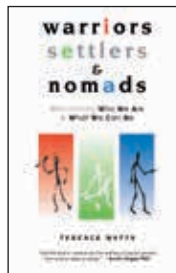
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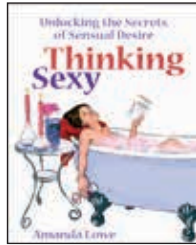
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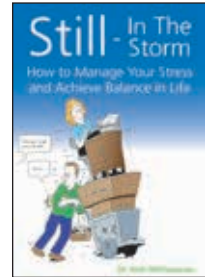
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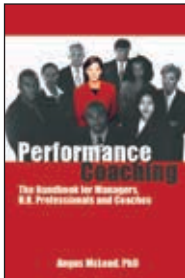
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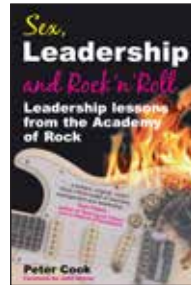
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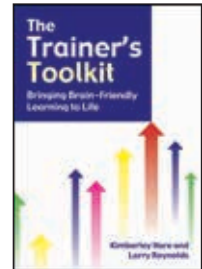
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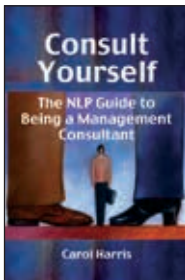
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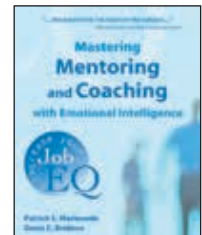
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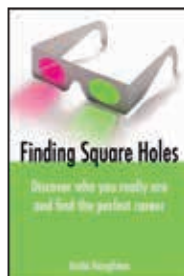
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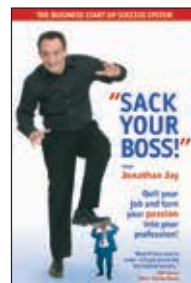
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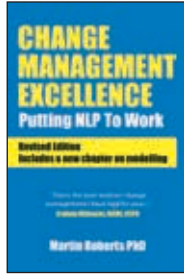
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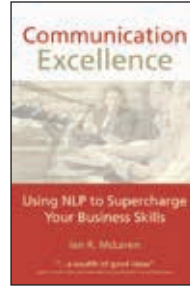
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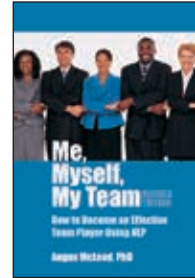
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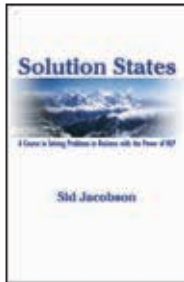
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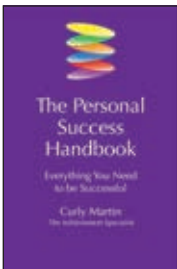
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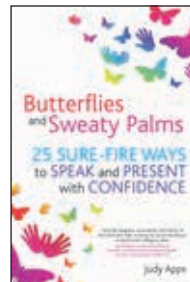
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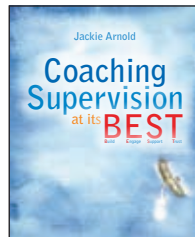
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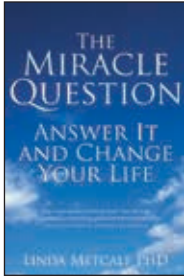
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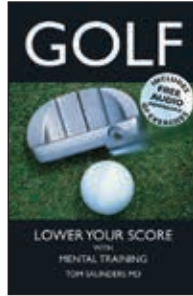
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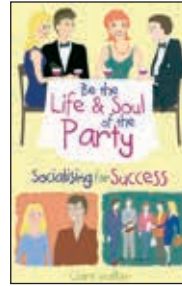
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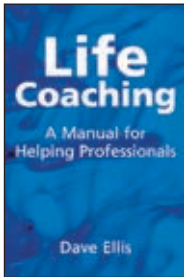
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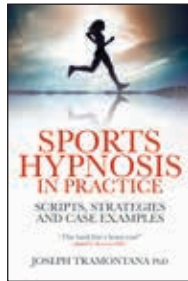
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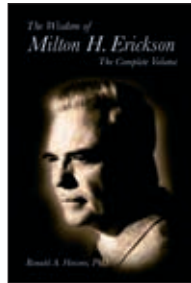
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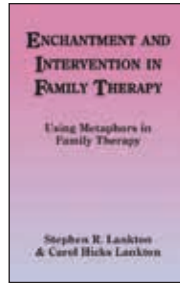
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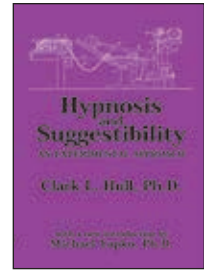
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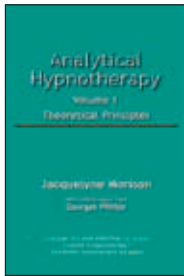
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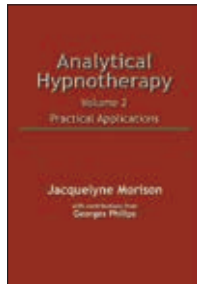
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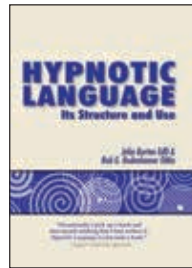
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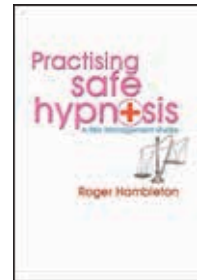
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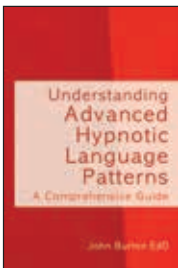
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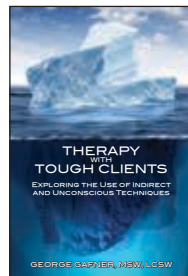
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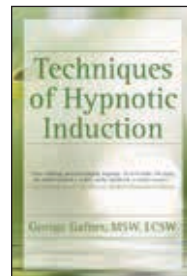
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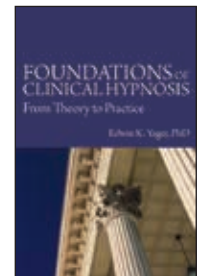
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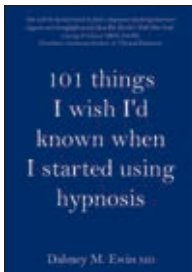
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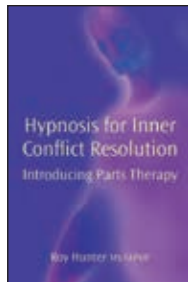
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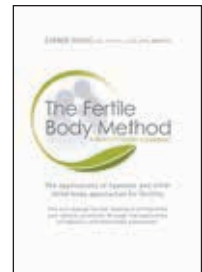
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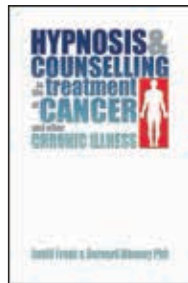
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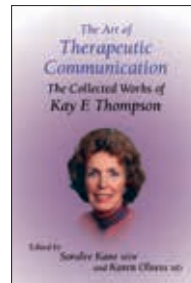
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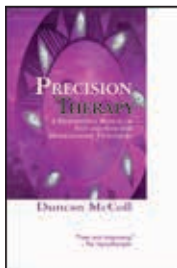
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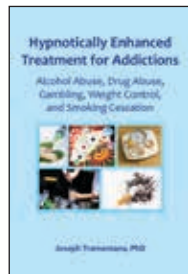
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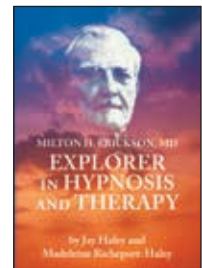
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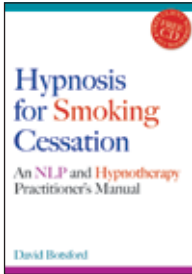
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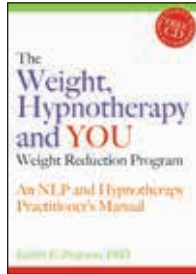
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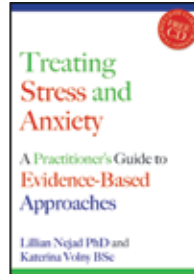
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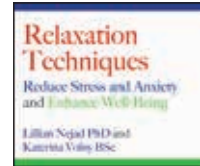
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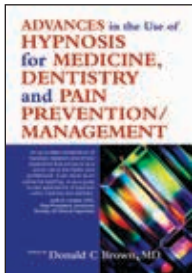
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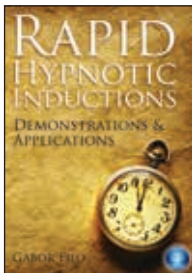
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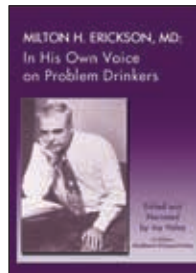
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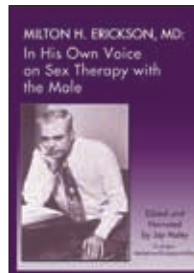
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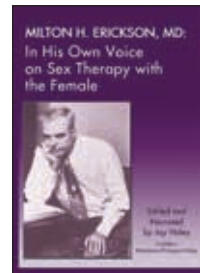
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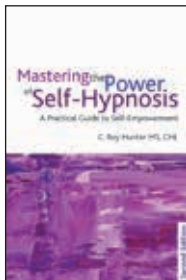
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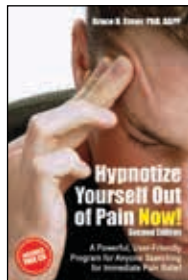
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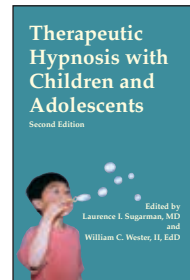
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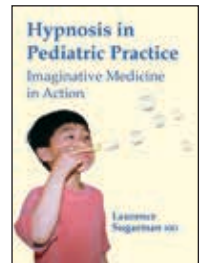
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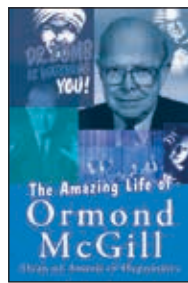
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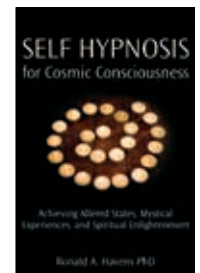
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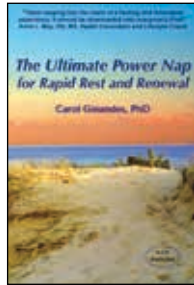
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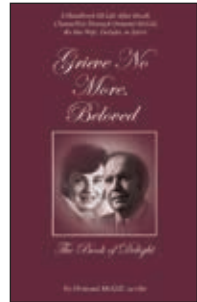
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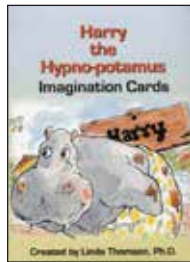
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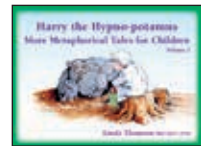
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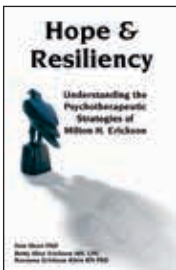
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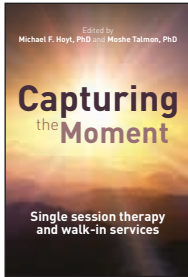
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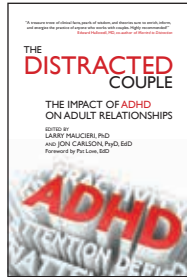
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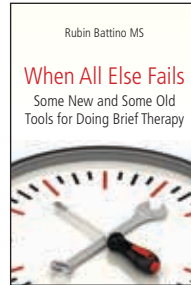
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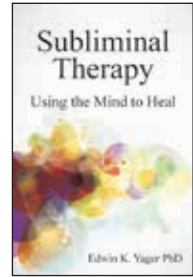
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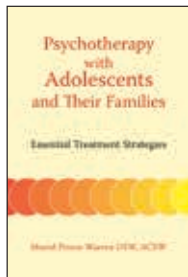
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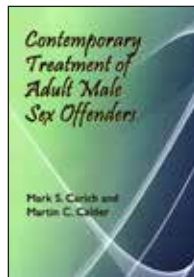
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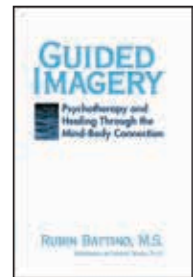
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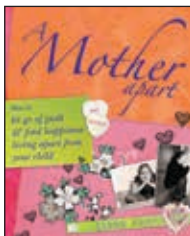
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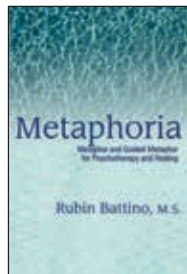
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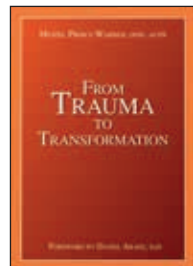
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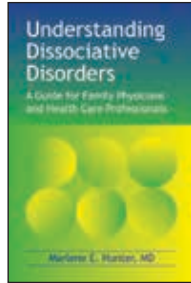
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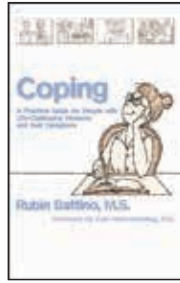
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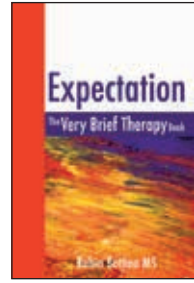
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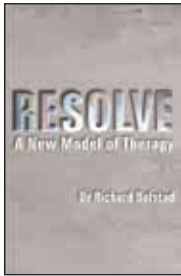
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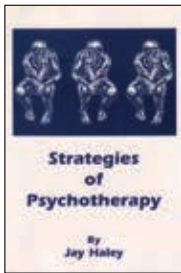
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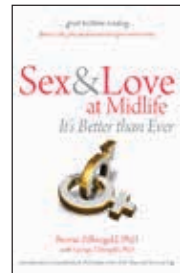
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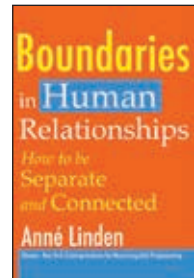
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