

New Releases 2022/23

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About Our Schools

Improving on previous best

Tim Brighouse and Mick Waters

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

Foreword by Danny Dorling.

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

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

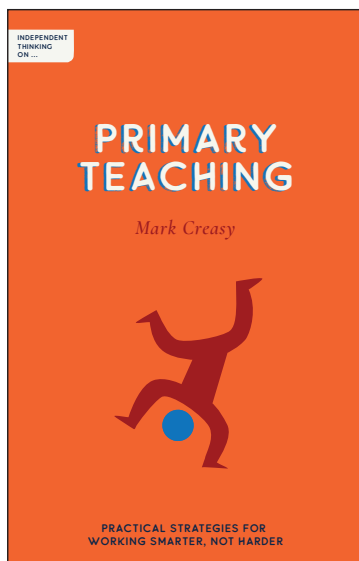
"About Our Schools is a masterpiece, and I shall be returning to it again and again."
– Mary Myatt, education writer, speaker and curator of Myatt & Co



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

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

978-178583586-5
 £24.99
 CAN \$39.95 • US \$34.95
 248 x 185mm
 680 pages
 paperback • ebook



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

Independent Thinking on Primary Teaching

Practical strategies for working smarter, not harder

Mark Creasy

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

Foreword by Ian Gilbert.

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

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

Essential reading for primary school teachers.

"I would highly recommend this book to primary teachers everywhere."

– Helen Martin, Executive Director, Gateway Alliance

978-178135400-1
£11.99
CAN \$17.95 • US \$16.95
198 x 126mm
244 pages
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A Head Full of Ethos

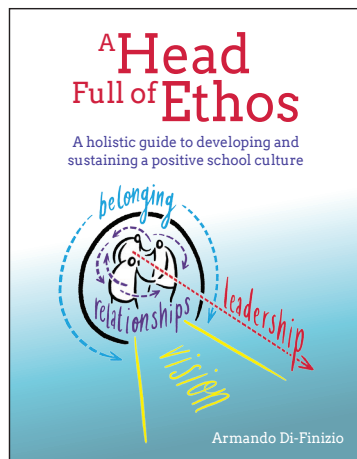
A holistic guide to developing and sustaining a positive school culture

Armando Di-Finizio

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

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

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



Armando Di-Finizio has, over the course of his career, taught in seven schools in deprived areas of London, Bristol and Cardiff. With a guiding conviction that every child can go on to flourish in life, Armando has successfully led three schools from being among the lowest performing in the country to achieving outcomes well above expectations. Armando's innovative practices have been successfully applied in the many schools he has worked with and supported over the years.

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

– Mick Waters, Professor of Education, University of Wolverhampton

978-178583587-2

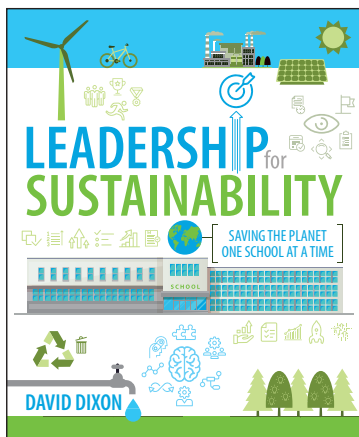
£18.99

CAN \$32.95 • US \$27.95

222 x 182mm

218 pages

paperback • ebook



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

Leadership for Sustainability

Saving the planet one school at a time

David Dixon

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

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

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

Suitable for school leaders, teachers and teacher trainers.

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

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

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272 pages
paperback • ebook



BWRT®

Reboot your life with BrainWorking Recursive Therapy

Terence Watts

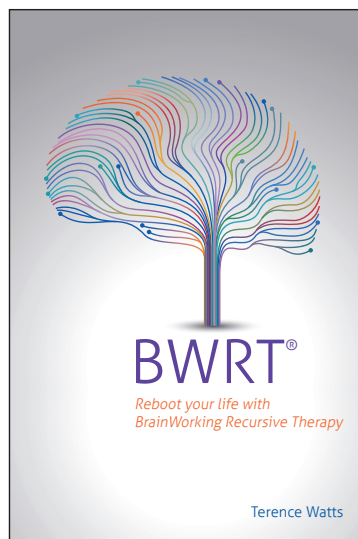
An engaging self-help guide to using BWRT: a psychological approach designed to tackle stress, anxiety, phobias and many other of life's challenges.

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

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

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

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



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

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

978-178583598-8

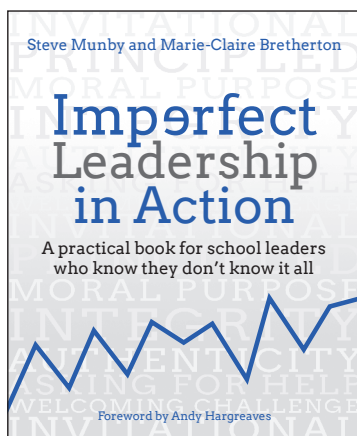
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234 x 156mm

196 pages

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

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

Imperfect Leadership in Action

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

Steve Munby and Marie-Claire Bretherton

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

Foreword by Andy Hargreaves.

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

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

"Imperfect Leadership in Action will be a constant and reassuring guide for many in our schools." – **Rt Hon Baroness Estelle Morris, former Secretary of State for Education**

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CAN \$29.95 • US \$24.95
222 x 182mm
256 pages
paperback • ebook

The Wolf was Not Sleeping (Police Care UK edition)

Avril McDonald

Illustrated by Tatiana Minina;

With a foreword from His

Royal Highness Prince William

The Wolf was Not Sleeping is a heartwarming bedtime story specially written by Avril McDonald to soothe the anxiety of children whose parents work as first responders and to encourage conversations which help them manage trauma. This book has a dedication from HRH Prince William and features characters from the police force.

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

Part of Avril McDonald's Feel Brave series – little stories about big feelings.

An ideal bedtime read for young children whose parents are first responders.

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



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

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

978-178583574-2

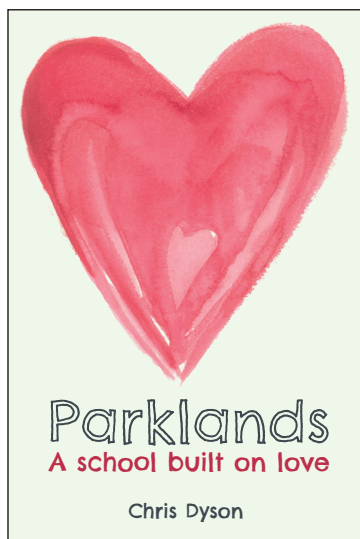
£7.99

CAN N/A • US N/A

297 x 210mm

32 pages

paperback • ebook



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

Parklands

A school built on love

Chris Dyson

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

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

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

An uplifting read for all teachers and school leaders.

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

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 160 pages
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Bringing Forth the Bard

A guide to teaching Shakespeare in the English classroom

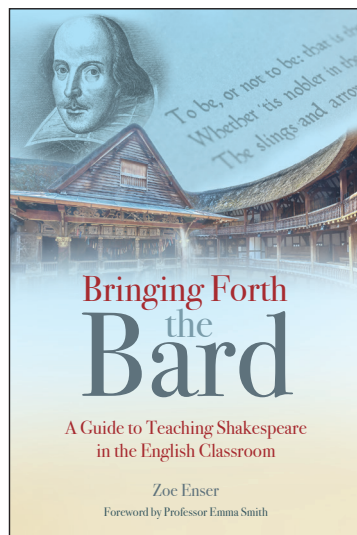
Zoe Enser

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

Foreword by Professor Emma Smith.

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

Suitable for teachers of English in all phases.



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

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

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

978-178583629-9

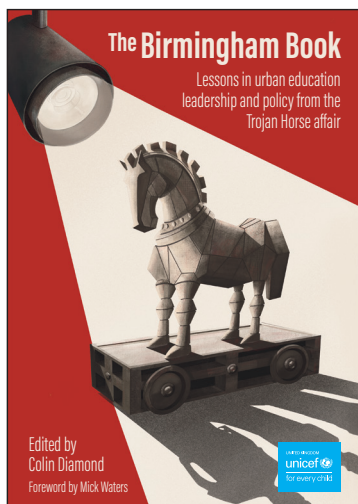
£16.99

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234 x 156mm

160 pages

paperback • ebook



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

The Birmingham Book

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

Colin Diamond

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

Foreword by Mick Waters.

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

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

Suitable for teachers, school leaders, governors and policymakers.

"Those who engage with it will find plenty of stimulus from these pages."

– **Tim Brighouse, Commissioner for London Schools**

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40 Ways to Diversify the History Curriculum

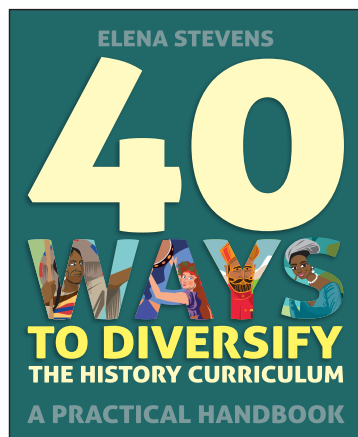
A practical handbook

Elena Stevens

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

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

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



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

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

978-178583630-5

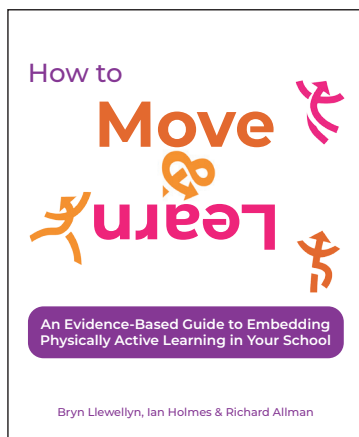
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222 x 182mm

192 pages

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

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

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

How to Move & Learn

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

Bryn Llewellyn, Ian Holmes and Richard Allman

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

Foreword by Dr Andy Daly-Smith.

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

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

978-178583631-2
 £16.99
 CAN \$27.95 • US \$22.95
 222 x 182mm
 152 pages
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Outside Chance (Don't Doubt the Rainbow 2)

Anthony Kessel

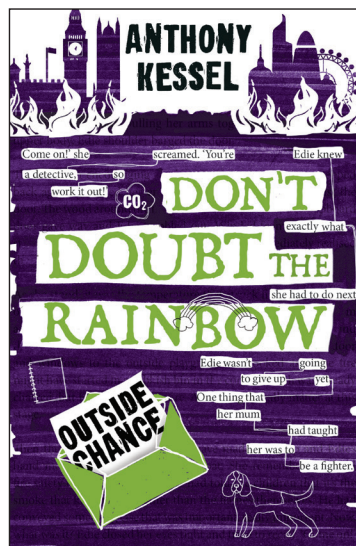
The second book in the Don't Doubt the Rainbow series, *Outside Chance* is a fast-paced YA thriller in which teen detective Edie Marble is tasked with solving four very different but equally puzzling mysteries.

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

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

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

Reading age 11+.



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

Also in the series:

The Five Clues
(Don't Doubt the Rainbow 1)

978-178583555-1

£6.99

CAN \$12.95

US \$10.95



978-178583588-9

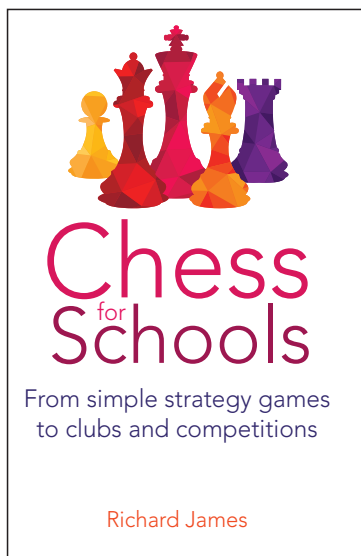
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CAN \$12.95 • US \$10.95

198 x 129mm

344 pages

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

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

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

Chess for Schools

From simple strategy games to clubs and competitions

Richard James

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

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

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

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

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

Independent Thinking on Nature-Based Learning

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

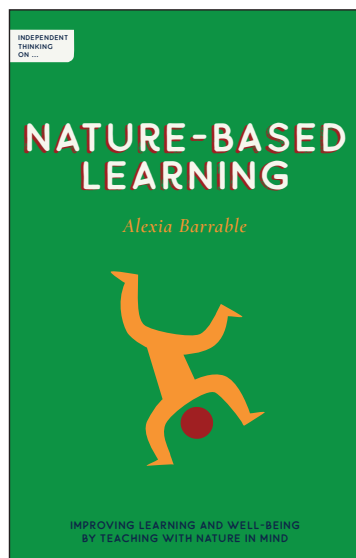
Alexia Barrable

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

Foreword by Ian Gilbert.

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

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

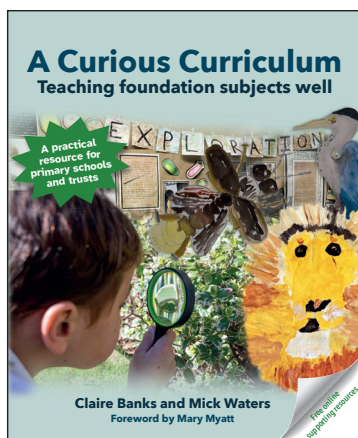


Dr Alexia Barrable was born in Greece and had a wild childhood climbing trees and rescuing tortoises. After moving to the UK in her early teens, she went on to study at Oxford and Cambridge, where she qualified as a teacher. Alexia has a PhD in psychology in education and conducts research on the human-nature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

"A highly readable, useful summary of why nature matters and its positive impact... essential reading for any educator that places health and well-being at the heart of their curriculum."
– **Juliet Robertson, author of *Dirty Teaching* and *Messy Maths***

978-178135408-7
£11.99
CAN \$17.95 • US \$16.95
198 x 126mm
264 pages
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Before becoming director of education for The Olympus Academy Trust, a cross-phase multi-academy trust in north Bristol, **Claire Banks** was a head teacher for nine years in an inner-city primary school. Throughout her career she has been interested in social and emotional learning and school climate, which has led to her work on leadership culture. Claire now works on curriculum design and school improvement in a system leadership capacity, offering school-to-school support to school trusts.

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

A Curious Curriculum

Teaching foundation subjects well

Claire Banks and
Mick Waters

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

Foreword by Mary Myatt.

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

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

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

978-178583643-5

£24.99

CAN \$39.95 • US \$34.95

222 x 182mm

368 pages

paperback • ebook

The Mindful Teacher's Handbook

How to step out of busyness and find peace

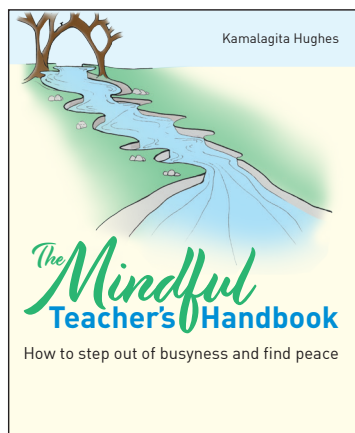
Kamalagita Hughes

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

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

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

Suitable for teachers, teaching assistants and school leaders.



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

"This is an excellent introduction to mindfulness, offering many practical exercises to help teachers manage the 'internal weather' that daily events frequently stir up."

– **Jenny Edwards, CBE, Health Advisor, Mindfulness Initiative.**

978-178583642-8

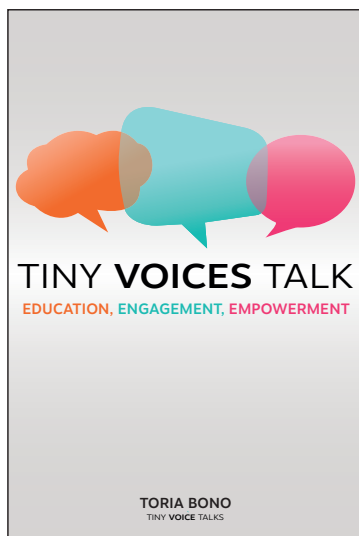
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184 pages

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

Tiny Voices Talk Education, Engagement, Empowerment

Toria Bono

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

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

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

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

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

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

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Square Pegs

Inclusivity, compassion and fitting in – a guide for schools

Fran Morgan with
Ellie Costello

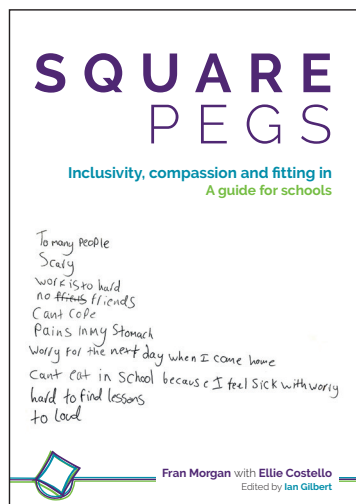
A book for educators who find themselves torn between a government/Ofsted narrative around behaviour, attendance and attainment, and their own passion for supporting square pegs and their families.

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

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

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

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



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

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

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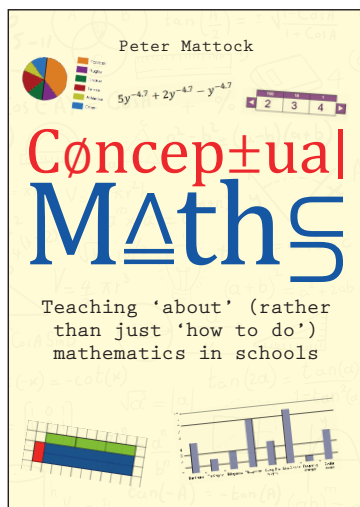
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376 pages

paperback • ebook

US/CAN due June 2023





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

Conceptual Maths

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

Peter Mattock

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

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

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

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

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

- Lisa Coe, Primary Maths Lead for Inspiration Trust

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US/CAN due May 2023

Botheredness®

Stories, stance and pedagogy

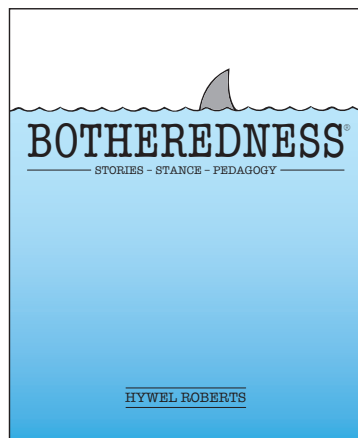
Hywel Roberts

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

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

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

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



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

"*Botheredness* is a remarkable book and one that only Hywel Roberts could have written. It is a brilliant combination of academia and anecdote, of evidence and experience, and is studded with cultural references."

- David Cameron, The Real David Cameron Ltd

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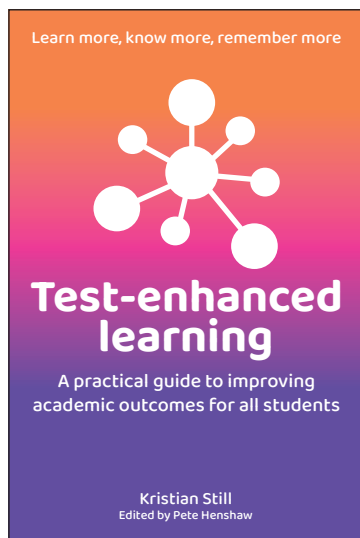
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299 pages

paperback • ebook

US/CAN due June 2023





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

Test-Enhanced Learning

A practical guide to improving academic outcomes for all students

Kristian Still

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

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

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

Suitable for all teachers in all settings.

"In a power-packed compact volume, Kristian Still presents an extraordinarily well-researched guide to support teachers as they practically employ retrieval through quizzes, self-tests and other memory-stimulating activities."

- Margaret A. Lee, educator, consultant, co-author of *Mindsets for Parents*

978-178583658-9

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224 pages

paperback • ebook

US/CAN due June 2023

Opening Doors to Ambitious Primary English: Pitching high and including all

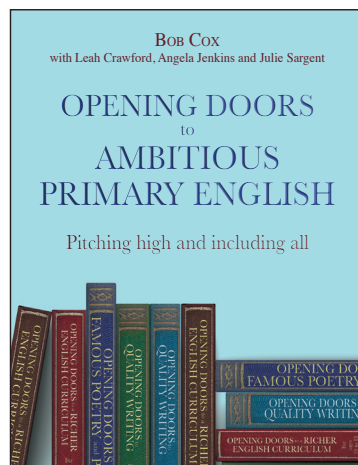
Bob Cox with Leah Crawford, Angela Jenkins and Julie Sargent

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

Together with Leah Crawford, Angela Jenkins and Julie Sargent, Bob Cox has compiled this rich resource, complete with vivid illustrations by Victoria Cox, to help teachers enhance their learners' engagement with challenging texts and develop their writing skills as budding wordsmiths. The authors, working in association with the Opening Doors network of schools, are addressing the vital concept of 'how' schools can pitch high but include all pupils.

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

Suitable for teachers and curriculum leads in primary settings.



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

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

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

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

978-178583667-1

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CAN \$29.95 • US \$24.95

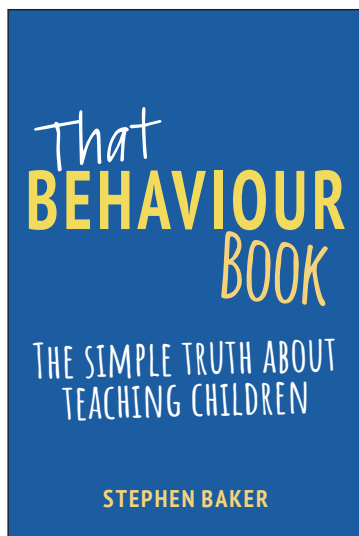
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160 pages (est)

paperback • ebook

UK due April 2023

US/CAN due July 2023



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

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

- Paul Tinsley, Interim Assistant Director of Education, Calderdale

That Behaviour Book

The simple truth about teaching children

Stephen Baker

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

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

With each chapter followed by engaging 'takeaway tasks', *That Behaviour Book* will allow teachers to rapidly improve both their practice and their relationships with pupils and classes. The book looks at the values that will sustain you as a teacher, how routines will help you teach better and what 'positive expectations' really mean, making child-centred relational practice easy to apply in the classroom. Teachers will have a more realistic appreciation of their own situation and of the context in which they teach. In short, this book will help teachers learn how to get the very best out of their pupils.

Suitable for all teachers.

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

Powerful Questioning

Strategies for improving learning and retention in the classroom

Michael Chiles

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

Foreword by John Hattie.

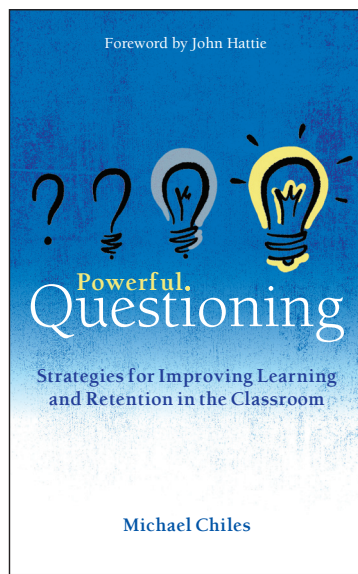
Questioning is a staple feature of a teacher's toolkit across all phases of education. Classrooms are awash with explanation, modelling and feedback, but of all the pedagogical strategies at a teacher's disposal, questioning is one of the most important. It is the heartbeat of a classroom. While the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

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

Essential reading for all teachers and school leaders.

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

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



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

978-178583596-4

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CAN \$26.95 • US \$21.95

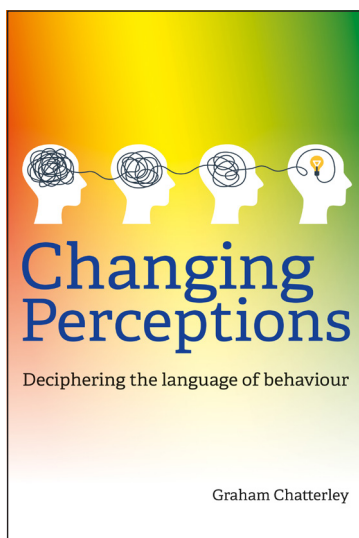
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150 pages (est)

paperback • ebook

UK due April 2023

US/CAN due August 2023



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

Changing Perceptions Deciphering the language of behaviour

Graham Chatterley

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

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

In this book, Graham sets out why it is so important to teach behaviour and provides practical ways to deal with the most challenging situations in the classroom and stop the conflict spiral. He also covers the importance of validating feelings, building self-esteem, improving emotional resilience, raising expectations, fostering positive values and much more.

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

978-178583675-6

£17.99

CAN \$28.95 • US \$23.95

234 x 156mm

240 pages (est)

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UK due June 2023

US/CAN due October 2023

Independent Thinking on Being a SENDCO

113 tips for building
relationships, saving time and
changing lives

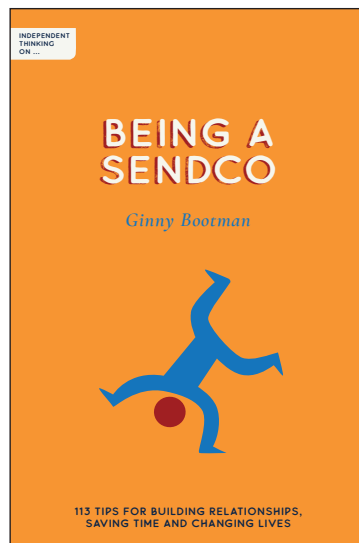
Ginny Bootman

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

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

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

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



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

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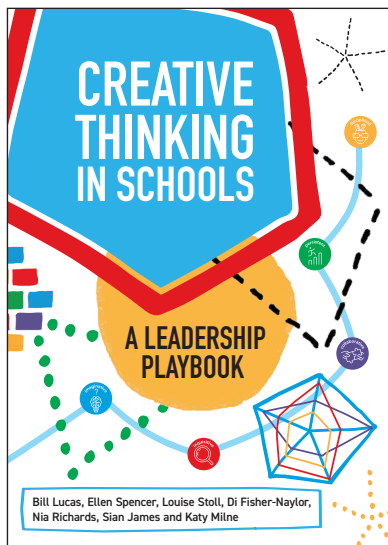
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UK due May 2023

US/CAN due September 2023





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

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

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

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

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

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

Katy Milne is Programme Manager at CCE (Creativity, Culture and Education). Katy has cultivated educational practice through an enquiry-based approach to creative learning and personal development, which has had a positive impact on learning outcomes across schools and networks internationally.

Creative Thinking in Schools

A Leadership Playbook

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

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

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

Creative Thinking in Schools will support a professional learning community of leaders and teachers who see creative thinking as a core purpose of education and are interested in making it a priority in their school. It will encourage pupils to develop their creativity in the classroom, allowing future generations to thrive in a world that is increasingly complex.

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£24.99

CAN \$39.95 • US \$34.95

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