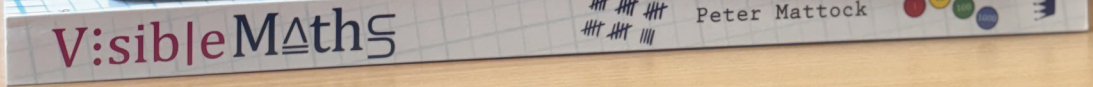
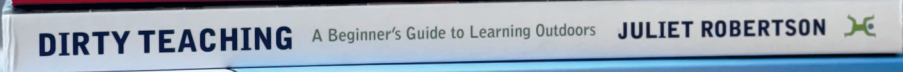
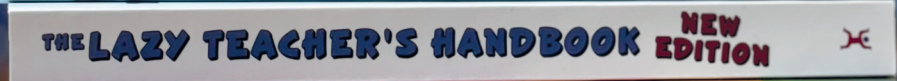
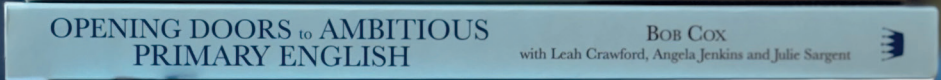
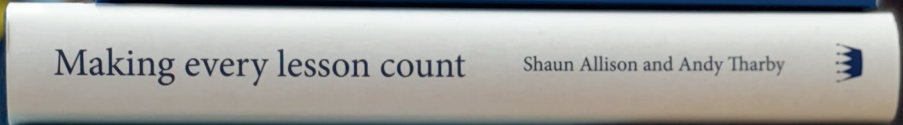
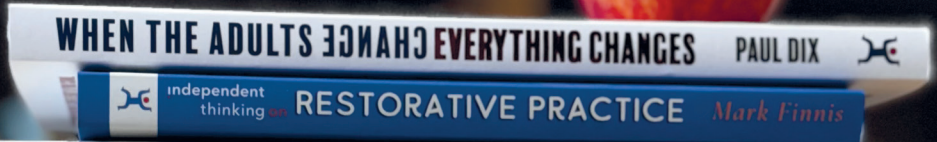




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Unfinished Business

The life and legacy of Sir Tim Brighouse
– a tribute and a call to action

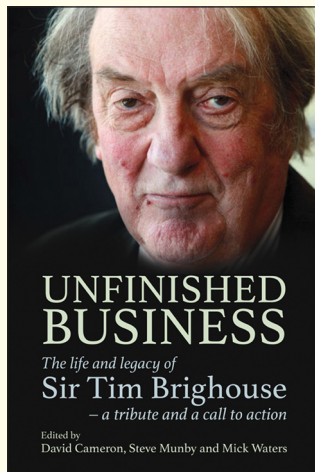
David Cameron, Steve Munby and
Mick Waters

A tribute to Sir Tim Brighouse and a call to action based on his approaches, commitment and ideas.

The first part of *Unfinished Business* celebrates Tim's life and achievements. This includes contributions from his son Harry and longstanding colleagues and friends such as Bob Moon, David Woods and Jon Coles. These accounts provide a rounded picture of Tim and, in a sense, make the case for listening to him and commemorating him in action rather than simply celebrating his memory. This part also includes contributions from David Blunkett and Estelle Morris that underline Tim's national status.

The second part of the book is forward-looking with contributions from close friends, career colleagues, policy makers, politicians and the people that Tim thought made the most difference: teachers in schools. Contributors explore what we need to do now in order to continue Tim's work in their particular area of expertise.

Suitable for all educators and readers interested in the future of education.



David Cameron has been a teacher, a senior manager in schools and in local authorities, most recently as Director of Children's Services for Stirling Council.

Steve Munby has spent his whole career in education, first as a teacher and then as an adviser and inspector before moving into leadership.

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.

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250 pages (est)

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UK due October 2024

US/CAN due February 2025

Contributors include

Professor Mel Ainscow, CBE FRSA

Amjad Ali

Dr Fiona Aubrey-Smith

Kenneth Baker,

Baron Baker of Dorking, CH PC

Sir David Bell, KCB DL

Melissa Benn

Louise Blackburn

David Blunkett, Baron Blunkett, PC

Adam Boxer

Professor Harry Brighouse

Anna Bush

David Cameron

Rosemary Campbell-Stephens, MBE

Sir David Carter, KNZM

Lena Carter

Dame Julia Cleverdon, DCVO CBE

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Sir Kevan Collins

Ellie Costello

Leora Cruddas, CBE

Sir Ben Davis

Professor Colin Diamond, CBE

Professor Graham Donaldson, CB

Ed Dorrell

Maggie Farrar, CBE

Evelyn Forde, MBE

Sam Freedman

Professor Emeritus Michael Fullan, OC

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Dame Christine Gilbert, DBE

Ian Gilbert

Ty Golding

Sir Mark Grundy

Professor Andy Hargreaves

Professor John Hattie, ONZM

Professor Louise Hayward

Dr Javed Khan, OBE

Dr Debra Kidd

Chris Kilkenny

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Professor Bill Lucas

Rachel Macfarlane

Dr James Mannion

Laura McInerney

Niall McWilliams

Fiona Millar

Professor Bob Moon, CBE FAcSS

Estelle Morris,

Baroness Morris of Yardley, PC

Professor Steve Munby

Mary Myatt

James Nottingham

Dame Alison Peacock, DBE DL FRSA

Hywel Roberts

Liz Robinson

Sir Anthony Seldon, FRSA FRHistS FKC

Rachel Sylvester

Dr Mick Walker

Mick Waters

David Woods, CBE

What are we Teaching?

Powerful knowledge and a capabilities curriculum

Richard Bustin

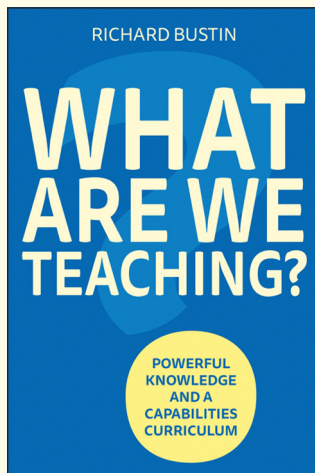
Discusses the importance of having a subject-based curriculum in schools and explores the responsibility that teachers, through their subject specialisms, have to help ensure this is achieved.

What are we Teaching? moves ideas beyond the traditional versus progressive debates that have dominated education discourse. Teachers are burdened by the overarching emphasis on exam performance at the expense of the broader benefits of teaching their subject, expressed here as capabilities. This book suggests that subjects are key to enabling young people to develop the powerful knowledge needed to flourish in a complex modern world.

Part one introduces the key theories on which the book is based, including different ways of making sense of knowledge, skills and values in the curriculum, powerful knowledge and educational capabilities.

What are we Teaching? is research-based, using voices of real teachers who engaged with the question 'what makes your subject a powerful knowledge for young people', and it is their testimonies that provide a provocation for each chapter in section two which focus on different subject areas. The final part offers advice on building a powerful knowledge, capabilities curriculum in schools.

Essential reading for teachers, senior and subject leaders and curriculum coordinators.



"An excellent book about one of the things which matters most – what teachers should actually teach. A terrific book."

**Professor Barnaby Lenon CBE,
Dean, Faculty of Education,
University of Buckingham**

Richard Bustin teaches geography and leads the department at Lancing College, where he is responsible for staff development and teacher training. Richard's research on curriculum has resulted in multiple publications, invitations to speak at education conferences and work with trainee teachers around the world.

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UK due October 2024
US/CAN due February 2025

Love Tutoring

Be the tutor your student needs

Julia Silver

A practical guide for current and aspiring tutors that will give them the skills, knowledge and context to tutor more effectively.

Written by former school-leader Julia Silver, *Love Tutoring: Be the tutor your student needs* is an essential guide to professional development for all tutors. Based on her Foundations of Effective Tutoring course, Julia shares an enthusiastic and enabling vision of tutoring as a burgeoning space within the educational landscape.

Backed up by real-life examples and interviews with professional tutors, this book offers a broad insight into the tutoring profession and explores the different ways to make tutoring a career that you love. *Love Tutoring* is an invitation, a provocation, and a call to action. This book goes right to the heart of the tutoring relationship and will give every tutor a roadmap for becoming the tutor their student needs.

Suitable for tutors of all ages, subjects and levels of expertise, as well as interested parents, agencies, schools or other organisations who employ tutors.



"Packed with encouragement, wisdom, practical advice and stories from tutors, this is a fantastic resource. Highly recommended!"

Professor Dame Alison Peacock, CEO Chartered College of Teaching

Julia Silver is the founder of Qualified Tutor, a professional development community that develops and certifies tutors. She lives in North London with her husband Simon, her five children and her Labrador puppy.

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201 pages

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Making Every PE Lesson Count

Six principles to support great physical education teaching

James Crane

***Making Every PE Lesson Count* provides realistic and practical strategies that will help teachers make abstract ideas more concrete and meaningful in all PE lessons, both practical and theory.**

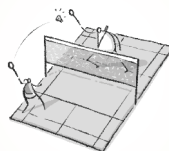
One of the main aims of any PE teacher is to ensure that all students leave school with a love of physical activity and the enthusiasm to continue participating in sports. The physical, mental and social health benefits are undeniable. The place PE holds in the curriculum is therefore fundamental to society in that it acts as a vehicle to promote resilience, determination and perseverance.

Making Every PE Lesson Count is underpinned by six pedagogical principles – challenge, explanation, modelling, practice, questioning and feedback. It brings research around effective teaching and learning to life through the lens of a physical education teacher. It will enable all PE teachers to implement these principles in their own settings and provide them with evidence-informed strategies that they can use to make every PE lesson count.

Full of simple, practical strategies and real-life examples from a huge range of sports and physical activities.

Suitable for PE and sports teachers at any level.

Making every PE lesson count



Six principles to support great physical education teaching

James Crane

Edited by Shaun Allison and Andy Tharby

"From trainees to experienced PE teachers, all are likely to find something that improves their practice in this book."

Kevin Lister, Deputy Head Teacher, Stratford upon Avon School, and author of *Teach Like You Imagined It*

James Crane went to school in Cyprus before moving back to the UK to study Sports Coaching and Physical Education at University. He is now Assistant Headteacher at Durrington High School and Deputy Director at Durrington Research School. James is a keen sportsman having competed in tennis, swimming and athletics at regional levels, and has also represented England Colleges at an international level in football.

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The VESPA Handbook

40 new activities to boost student commitment, motivation and productivity

Steve Oakes and Martin Griffin

Offers 40 concrete, practical tools and activities that will supercharge learners' ambition, organisation, persistence and determination.

The Vespa Handbook builds on the success of Steve and Martin's acclaimed books, *The A Level Mindset* and *The GCSE Mindset*, by introducing 40 new activities that will help teachers improve the grades of their students. The handbook is a perfect introduction to the VESPA approach, as well as a practical addition to previous resources. Just like their previous books, *The Vespa Handbook* will help teachers develop the five key characteristics and behaviours that students need in order to regulate their own learning: vision, effort, systems, practice and attitude. When it comes to achieving academic success, these characteristics are crucial. The ability of students to have a vision, commit the effort, be organised, practise and revise well and have a positive attitude and good work ethic are vital to their success.

Suitable for teachers, tutors and parents who want to boost academic outcomes in 14–18-year-olds and equip them with powerful tools and techniques in preparation for further education and employment.

The VESPA Handbook

VISION – EFFORT – SYSTEMS – PRACTICE – ATTITUDE

40 new activities to boost student commitment, motivation and productivity

Steve Oakes and Martin Griffin

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"The advice and direction offered to teachers is exemplary, privileging honest attainment and success at a human level, which, in turn, makes the handbook indispensable."

Hywel Roberts, teacher and writer

Steve Oakes has over 20 years' of experience as a teacher and leader, and has been a Head of Sixth Form at two successful schools in the UK and the UAE.

Martin Griffin has over 20 years' experience teaching and coaching post-16 students. He worked with hundreds of schools and colleges in the UK and beyond to design and implement study skills, character development and mindset programmes.

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Artificial Intelligence in the Primary Classroom

101 ways to save time, cut your workload and enhance your creativity

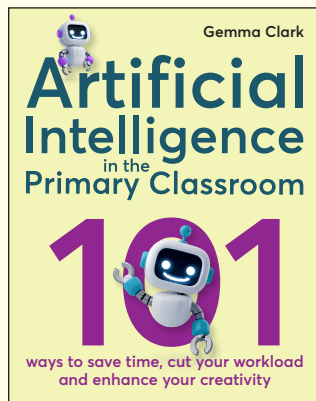
Gemma Clark

A comprehensive guide that presents 101 innovative ways to effectively integrate artificial intelligence into primary education, enhancing learning experiences and streamlining administrative tasks for teachers.

Artificial intelligence (AI) has sparked a huge debate among teachers and school leaders. Many questions arise about the trajectory of this new technology and where it will take us. How will we differentiate between student-authored work and AI-generated content? Will it lead to a loss of creativity and critical thinking skills? What impact will it have on the dynamics of learning and teaching within schools? These are all crucial topics for discussion, yet AI has already become part of our reality, and Gemma Clark firmly believes that embracing its potential is in our best interests.

In an era defined by technological advances, *Artificial Intelligence in the Primary Classroom* stands as an indispensable resource that holds the key to transforming teaching and learning. For educators burdened by bureaucratic tasks that divert precious time from actual teaching this book offers a lifeline.

Suitable for primary school teachers of all levels of experience.



"If you haven't considered how AI can reduce your teacher workload, aid personalised learning, and help you to restore a more comfortable work-life balance, then this is the book for you!"

Dr Poppy Gibson, Course Lead and Senior Lecturer in Primary Education, Anglia Ruskin University

Gemma Clark is an experienced primary teacher based in Scotland. She is dedicated to student and teacher wellbeing and creating innovative ways to inspire a love for learning. Gemma also holds a degree in psychology, teaches yoga, mindfulness, and meditation and manages a teacher wellbeing group.

978-178583714-2
 £16.99
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 256 pages
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The Working Classroom

How to make school work for working-class students

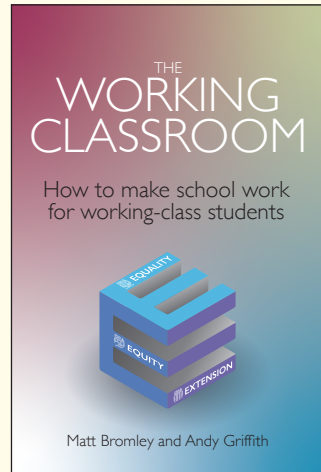
Matt Bromley and Andy Griffith

Offers practical strategies and tools to help secondary schools address the needs of working-class students, including by building cultural capital and designing learning that is more engaging to working-class students.

Schools do amazing work to support children from disadvantaged backgrounds. But this book will enable them to do more. Disadvantage comes in many forms – one being cultural poverty, where some students have relative knowledge gaps compared to their more affluent peers. *The Working Classroom* explores how working-class students are disadvantaged by a flawed system and what we can do to close the gap.

The book examines how and why we must seek systemic changes but focuses on actions within the control of teachers and school leaders which will ensure that we create a socially just education system – one that builds on the rich heritage of the working class, rather than seeing that background as a weakness.

Suitable for both teachers and leaders in a secondary school or sixth form college setting who seek to support social change in education and anyone in the corporate or non-education world who wants to practice effective altruism or philanthropy.



"The Working Classroom transcends the realm of a mere book; it stands as a powerful catalyst for change."

Pooky Knightsmith, keynote speaker

Matt Bromley is an education writer and advisor with over twenty years' experience in teaching and leadership including as a secondary school headteacher, FE college vice principal, and multi-academy trust director.

Andy Griffith has a proven track record for creating high impact training courses and interventions with students, teachers and leaders. His major career motivation is for education to be an engine for social justice.

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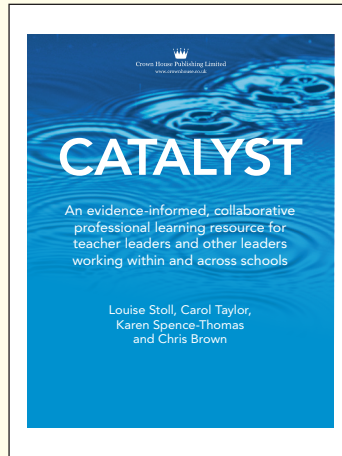
A professional learning resource to help teachers and leaders promote self-regulated learning

James Mannion, Louise Stoll,
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Greg Ross

A card-based professional learning resource designed to help teachers and leaders create more confident, proactive, self-regulated learners.

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Mick Waters, educationalist and author



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Creative Thinking in Schools

A Leadership Playbook

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

A practical and interactive guide that draws together understanding about school leadership with a deep experience of cultivating creative thinking in all aspects of school life and promoting creative learning habits in the classroom.

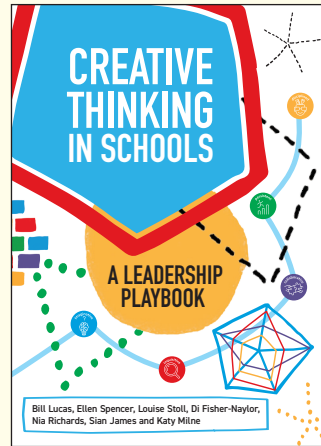
Forewords by Professor Dame Alison Peacock and Andreas Schleicher.

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 school leaders can create capacity among their staff to embed creative thinking in every aspect of school life. It offers a framework for improving creative thinking based on the widely used Five Creative Habits model developed by the Centre for Real-World Learning. The framework focuses on developing learners who are inquisitive, persistent, collaborative, disciplined and imaginative.

Suitable for school and system leaders, teacher leaders and policy makers who see creative thinking as a core purpose in education.

"This excellent playbook will support courageous school leaders to put creative thinking back at the heart of education where it belongs."

Geoff Barton, General Secretary,
Association of School and College Leaders



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.

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

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.

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.

Katy Milne is Programme Manager at CCE (Creativity, Culture and Education) and has cultivated educational practice through an enquiry-based approach to creative learning and personal development.

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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 SENDCOs can build and cement strong relationships between all those who work with children with additional needs.

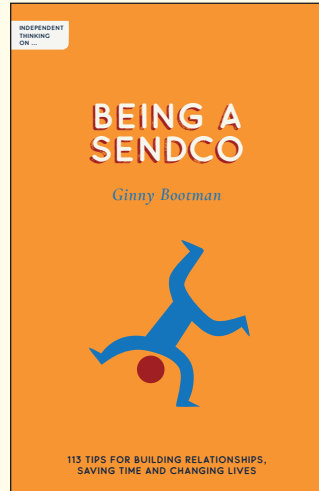
Relationships are pivotal when working with children with special educational needs (SEN). Trust, honesty and empathy play a vital role in these relationships and is key to these individuals thriving in school and at home.

Ginny Bootman, a former headteacher with years of classroom experience, is now a passionate SENDCO 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.

"Highly recommended for all professionals in SEND education and leadership alike. This book is not just for SENDCOs – it's guaranteed to make anyone who reads it 10% braver every day."

Ellie Costello, therapeutic parent, campaigner, author, Director, Square Peg



Ginny Bootman is an experienced teacher and SENDCO 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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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.

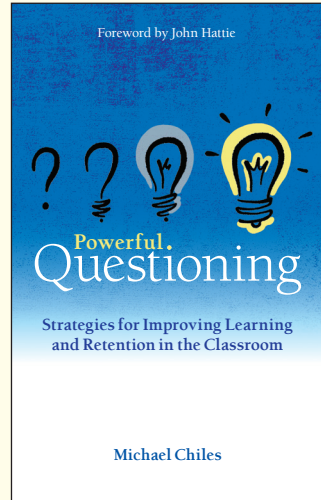
Questioning is a staple feature of a teacher's toolkit across all phases of education. Classrooms are awash with explanation, modelling and feedback, but of all the pedagogical strategies at a teacher's disposal, questioning is one of the most important. It is the heartbeat of a classroom. While the 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.

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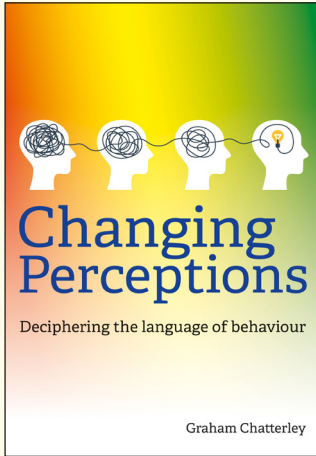
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Changing Perceptions

Deciphering the language of behaviour

Graham Chatterley

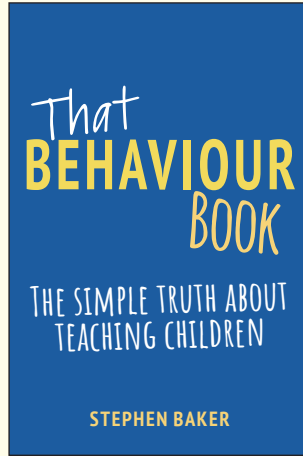
Provides everyone working with children a better understanding of the causes of challenging behaviour and what motivates it.

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

"This book is an essential read for everyone working in the education community."

Lisa Cherry, Director, Trauma Informed Consultancy Services and author of Conversations That Make a Difference to Children and Young People

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That Behaviour Book

The simple truth about teaching children

Stephen Baker

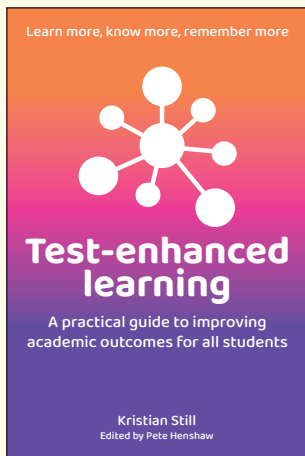
An essential book for every teacher, providing an engaging and unique mix of anecdotes, practical strategies and moral imperatives for successful and child-centred behaviour management.

Suitable for all teachers.

"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

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Test-Enhanced Learning

A practical guide to improving academic outcomes for all students

Kristian Still

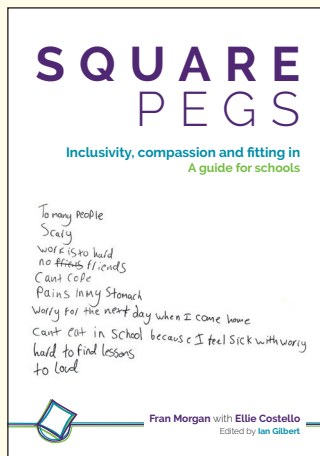
An informative guidebook that explores the wealth of evidence behind and the benefits of test-enhanced learning, spaced retrieval practice and personalisation.

"This is a unique and long-awaited book. I highly recommend it and consider it to be a launch of a new era in which context and techniques are intelligently integrated."

Oliver Caviglioli, co-author of the *Teaching WalkThru* books

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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.

"I warmly welcome this excellent book. *Square Pegs* is a must read for parents, teachers and all who want an education system which reflects and rejoices in the diversity and individual needs of children."

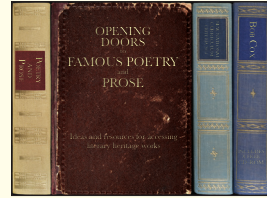
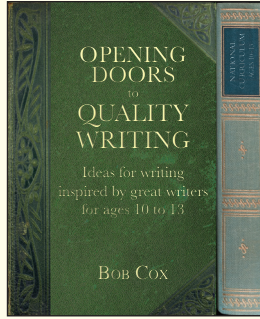
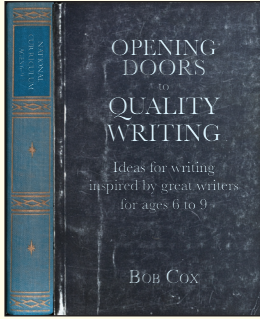
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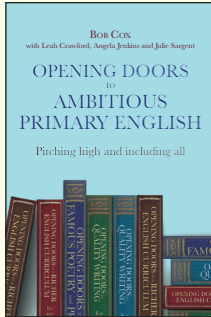
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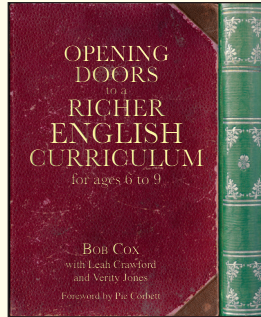


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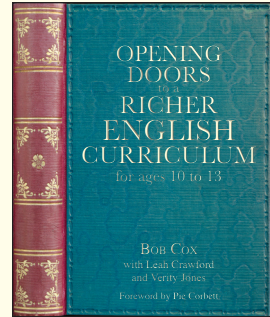
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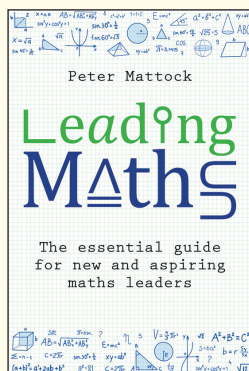
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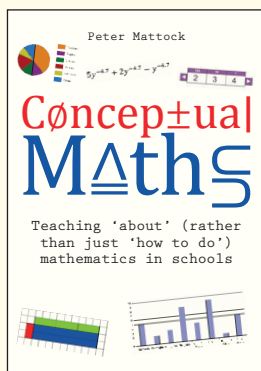
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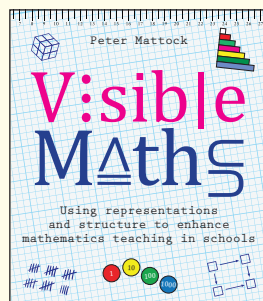
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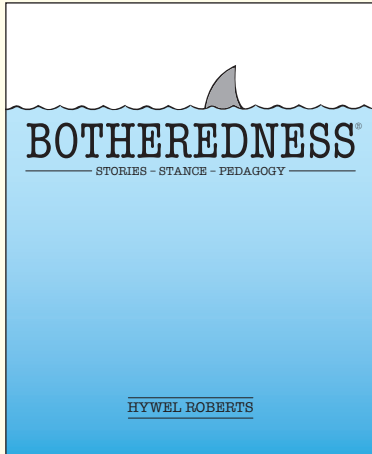
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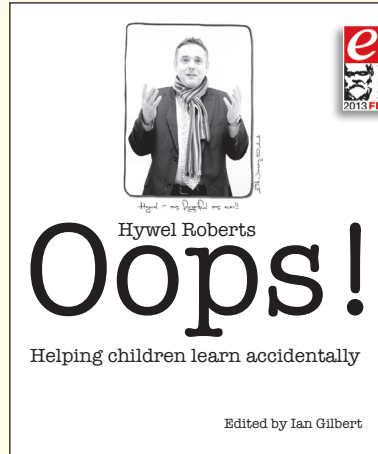
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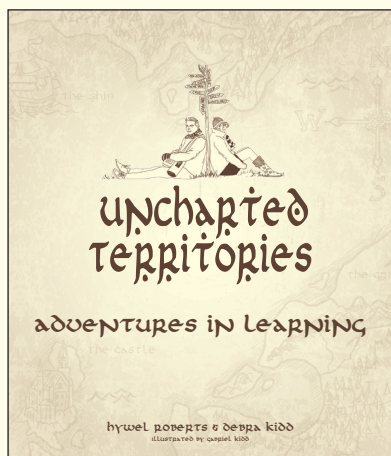
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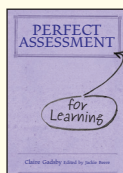
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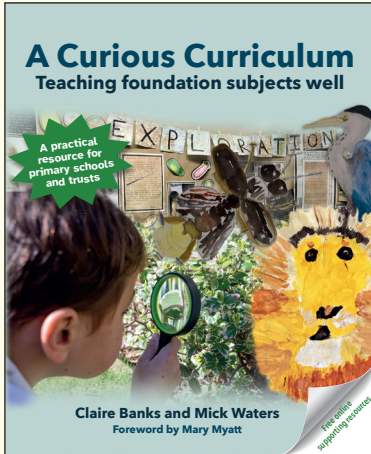
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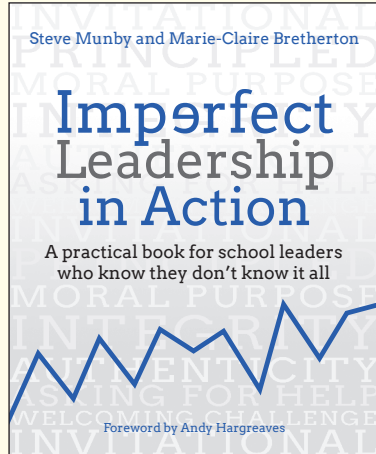
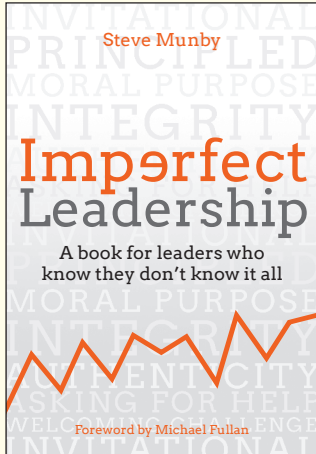
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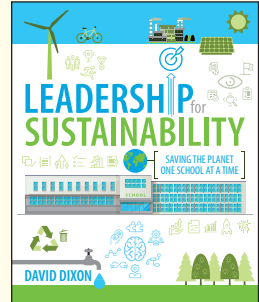
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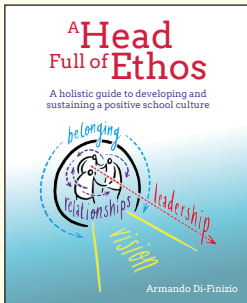
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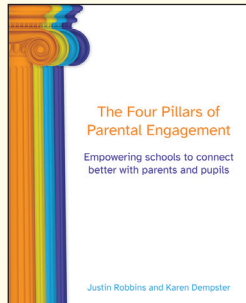
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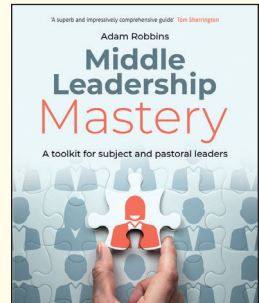
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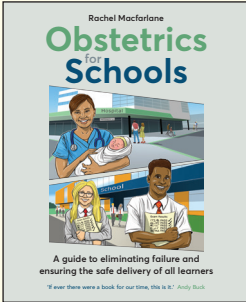
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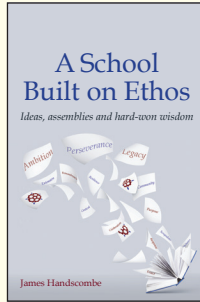
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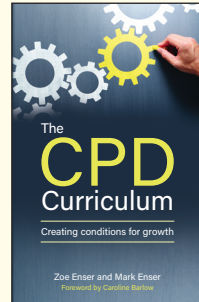
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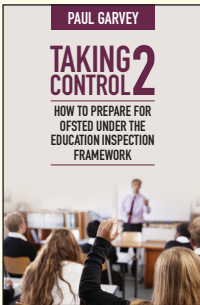
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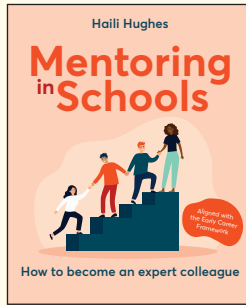
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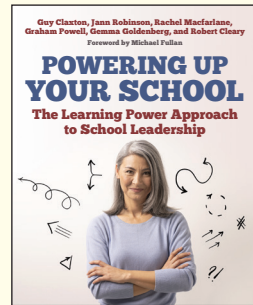
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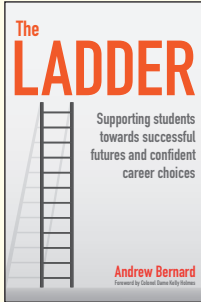
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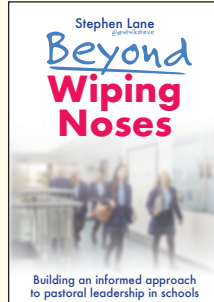
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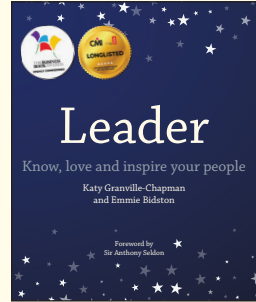
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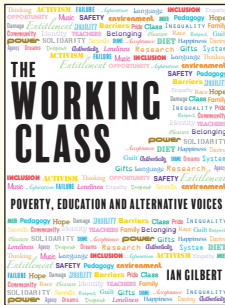
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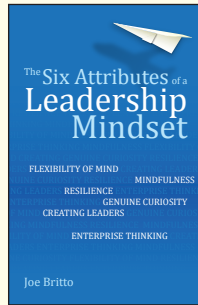
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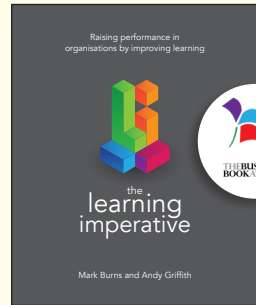
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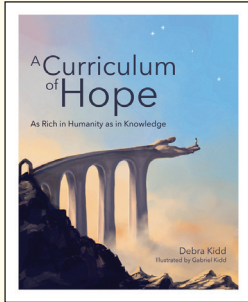
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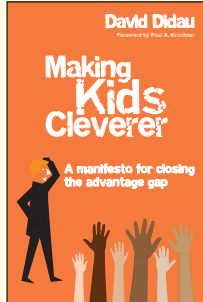
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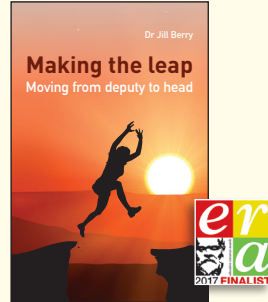
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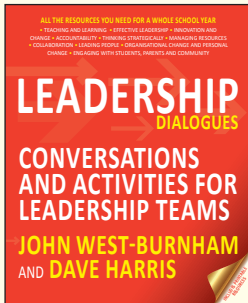
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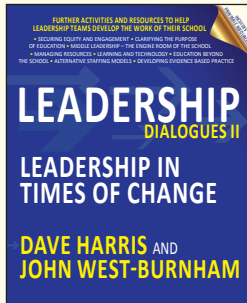
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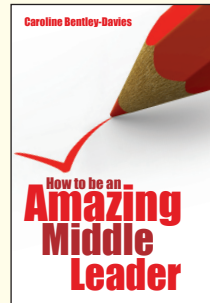
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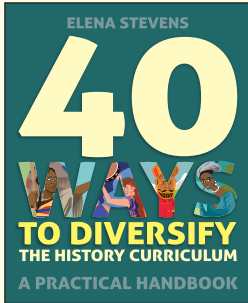
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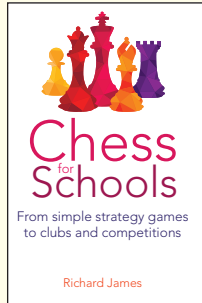
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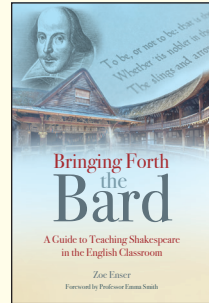


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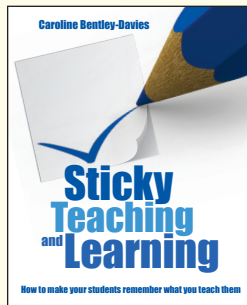
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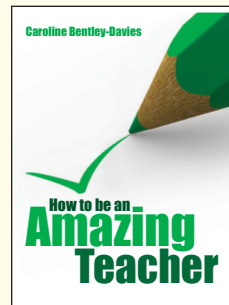


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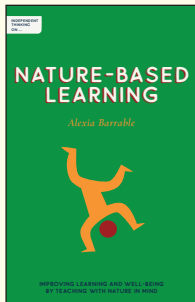


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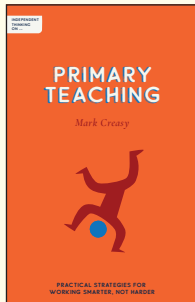


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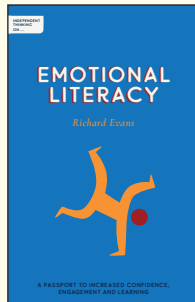


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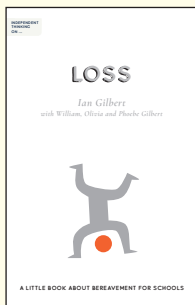


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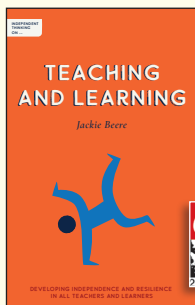


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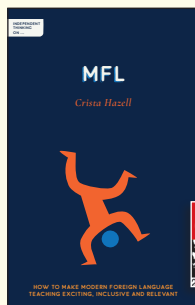


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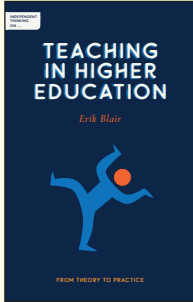


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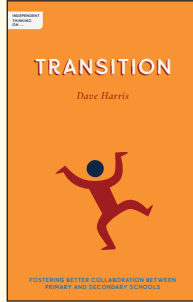


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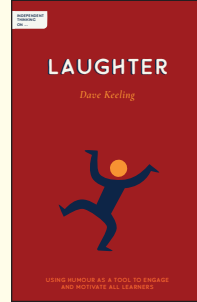
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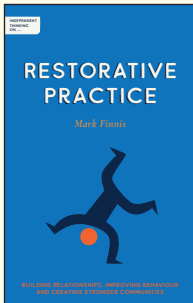
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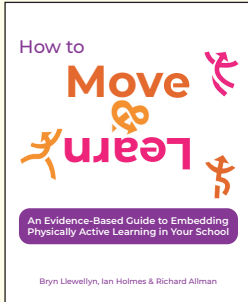
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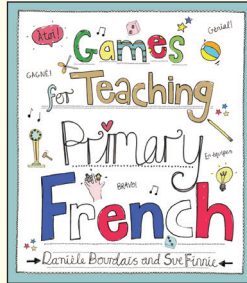




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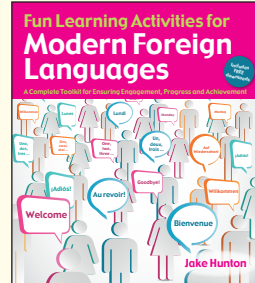
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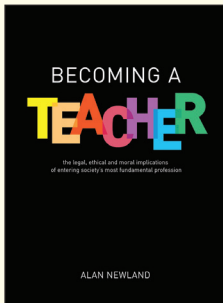
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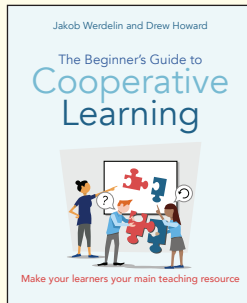
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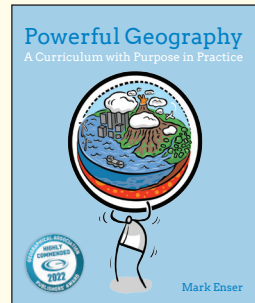
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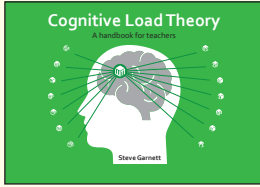
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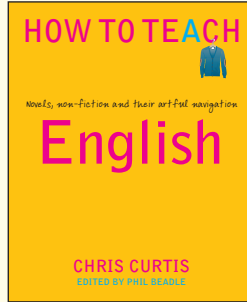
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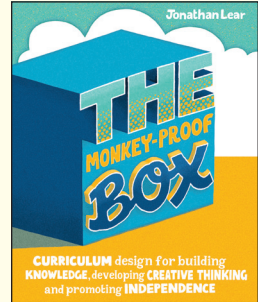
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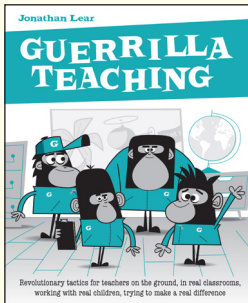
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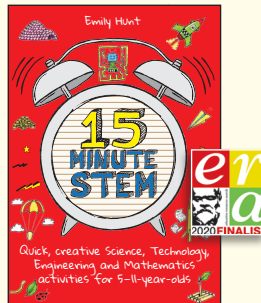
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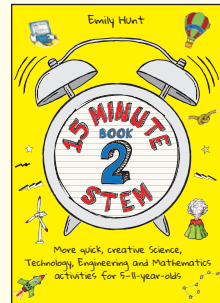
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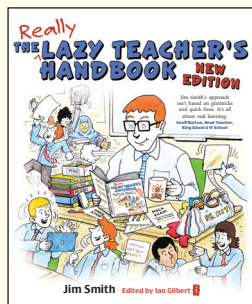
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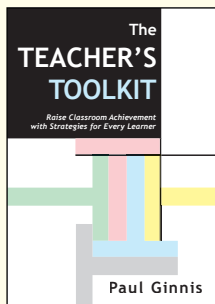


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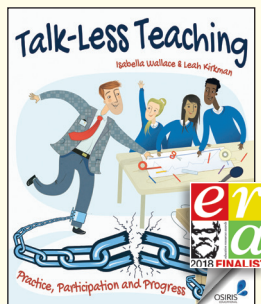


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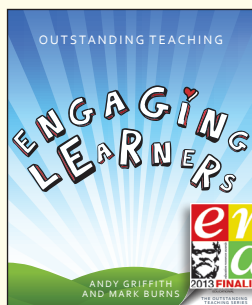


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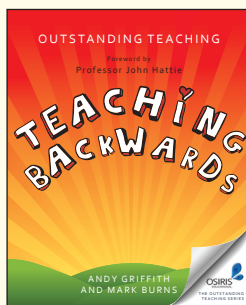
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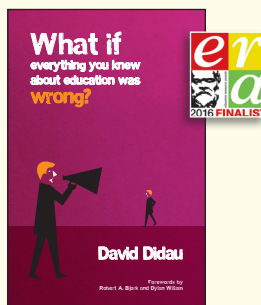
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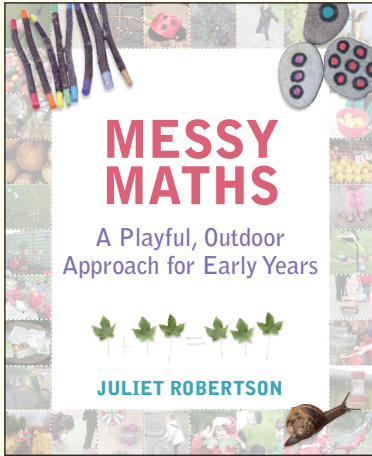
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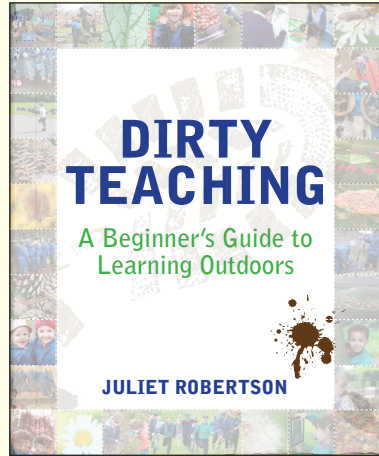
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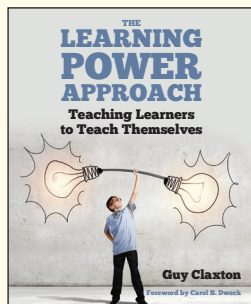
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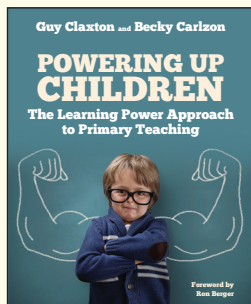
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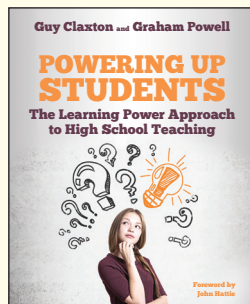
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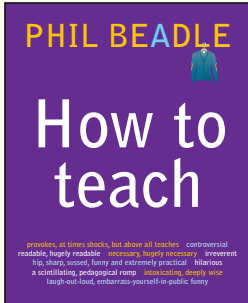
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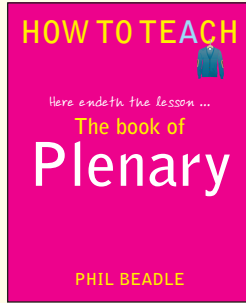
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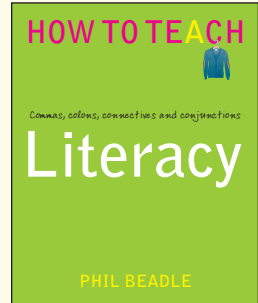
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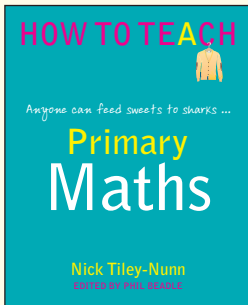
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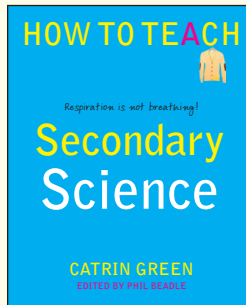
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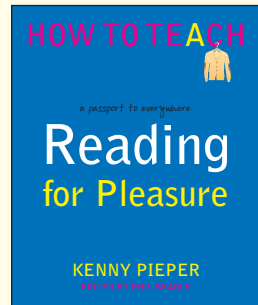
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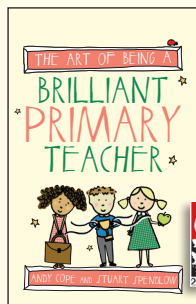
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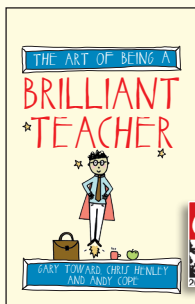
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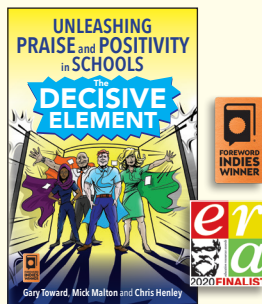
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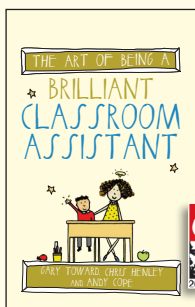
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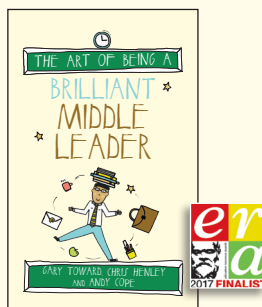
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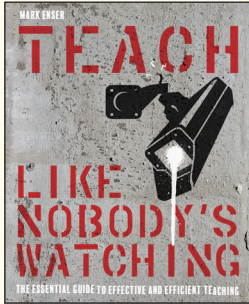
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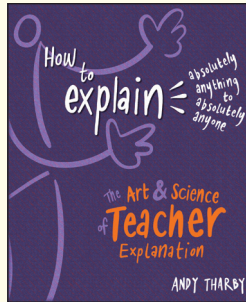
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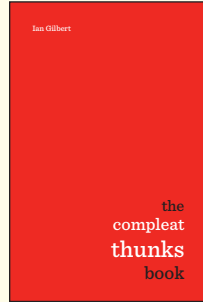
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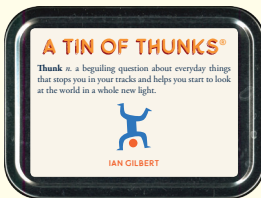
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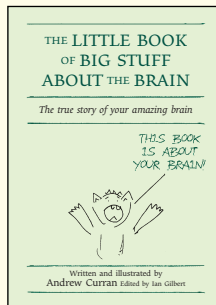
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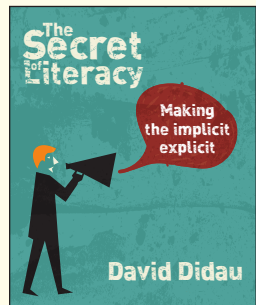
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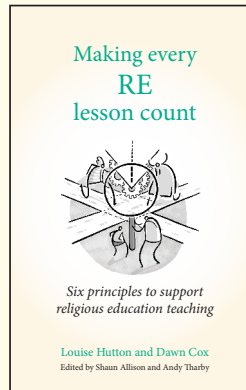
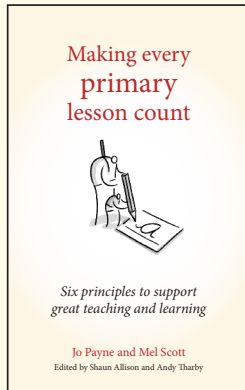
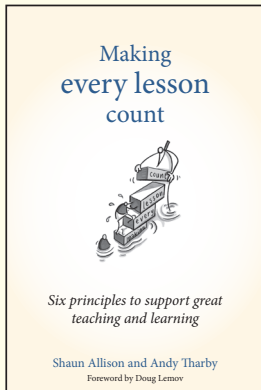
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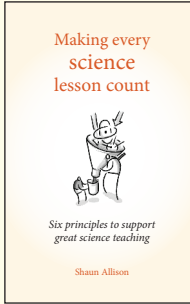
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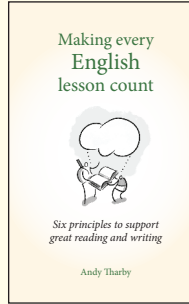
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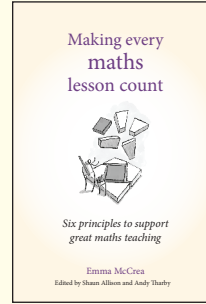
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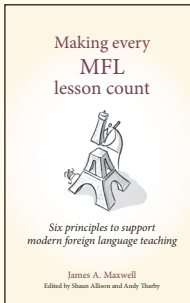
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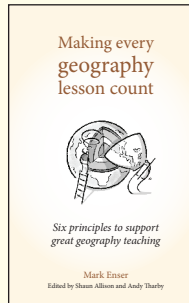
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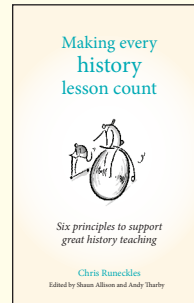
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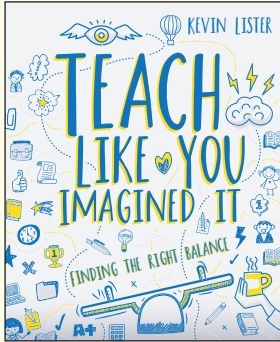
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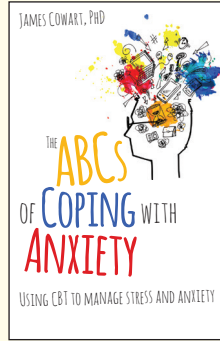
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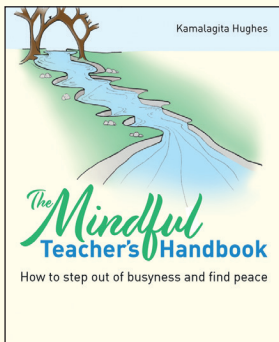
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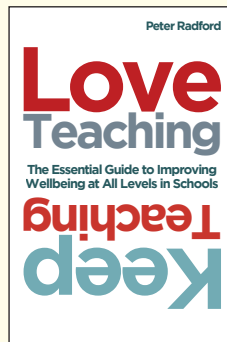
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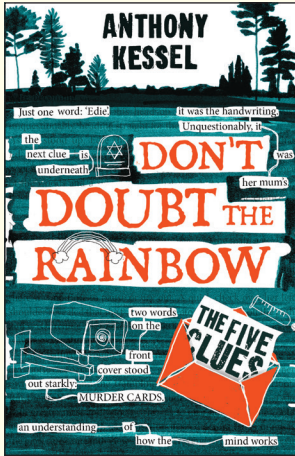
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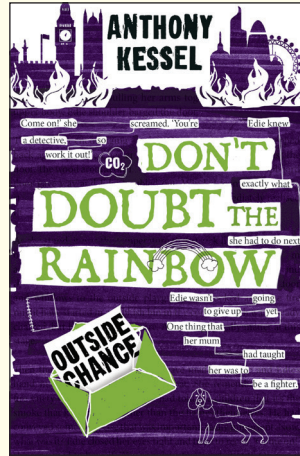
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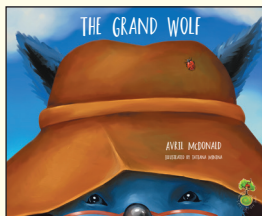
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Wolfgang is left heartbroken when his best friend Catreen runs off without him to play with Clarissa. Spider shows Wolfgang how to make his own fun and Wolfgang realises that there are other great friends out there just waiting to be met! There are some situations and feelings that we cannot change and there are some that we can. Knowing the difference between the two (and some ways to make ourselves feel happy) is a great trick to have up our sleeves!



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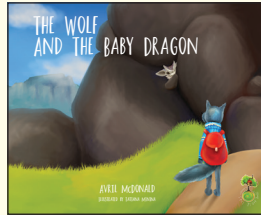
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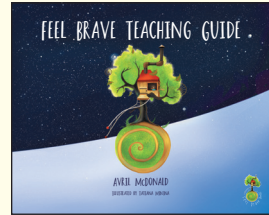
Wolfgang can't wait for it to get cold enough for him to wear his brand new colourful coat but when the time finally arrives, some nasty creatures make fun of it. Wolfgang feels upset and is afraid that they will hurt him again, so he hides away in the tree house. Spider encourages Wolfgang to tell someone he trusts about how he is feeling and he learns that things aren't always as they seem.



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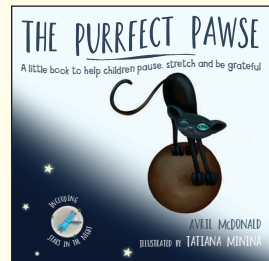
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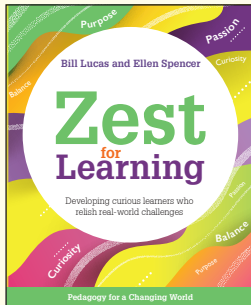
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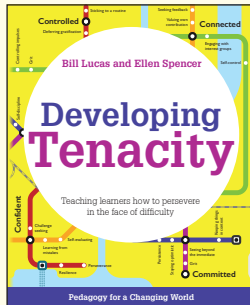
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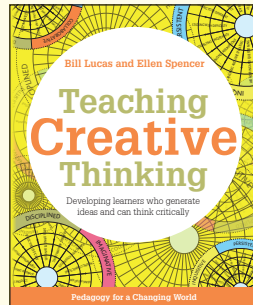
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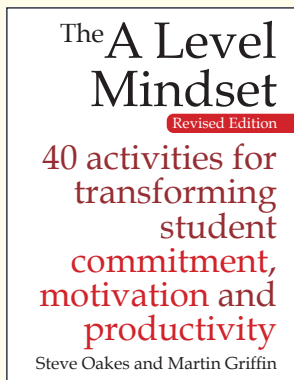
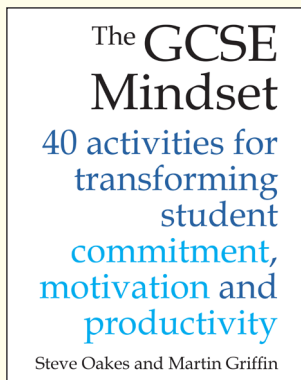
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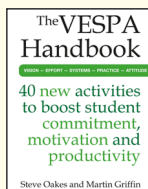
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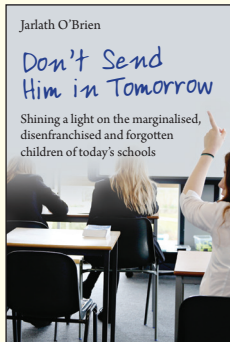
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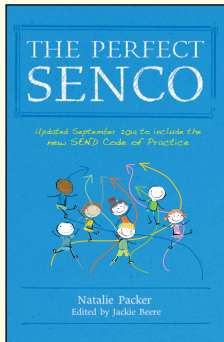
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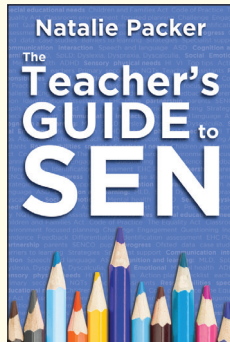


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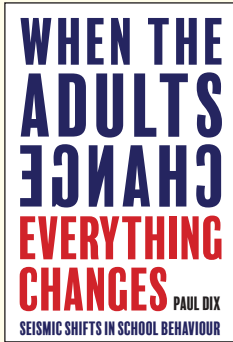


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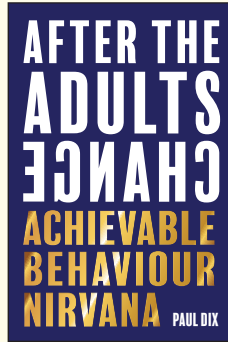
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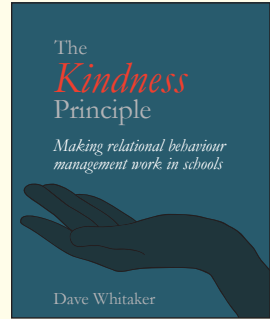
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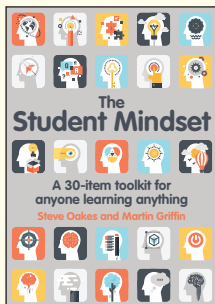
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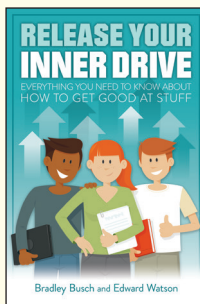
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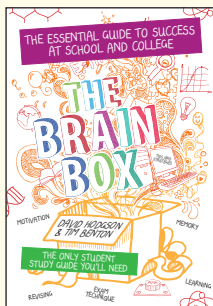
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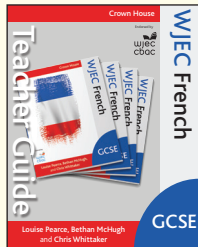
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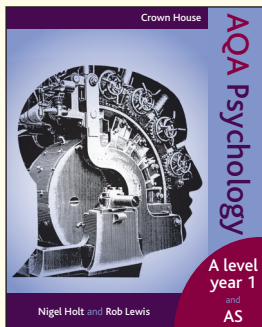


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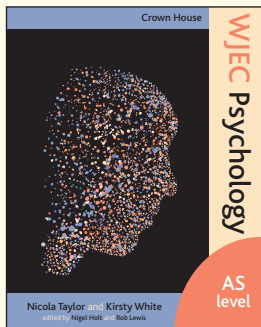


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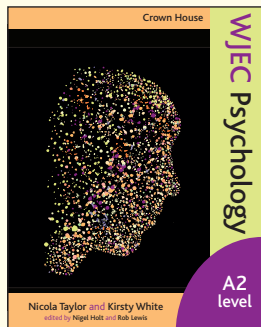


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