



Education Professional Catalogue 2010

Supporting your journey

Welcome to our Education Professional Catalogue 2010!

I'm delighted to present our latest new titles and selected bestsellers for education practitioners. From practical classroom resources to the latest approaches to teaching, learning and leadership, we publish a wide range of titles bringing you the best in current educational thought and practice. We have new books in several of our series including our **Resources for Teaching** (p.13) and **Continuum Education Handbooks** (p.14). In **Building Classroom Success** (p.19) and **Winning the H Factor** (p.29) leading writers and trainers provide complete guides to cultivating happiness, wellbeing and success in your school or classroom. New resources to help you deal with particular issues include **The De-Cluttered School** (p.29), **Dyslexia in the Digital Age** (p.31) and **Philosophy with Teenagers** (p.34). We look to the future of education with **Lost Generation?** and Richard Gerver's **Creating Tomorrow's Schools Today** (both p. 42).



We'd love to hear what you think about our books and your ideas and suggestions for future resources. Join our teacher's panel to help us shape our publishing to suit your needs and get free previews, samples and a 10% discount on all titles. We're always keen to talk about new ideas or suggestions, so do get in touch or come and meet us in person at the Education Show between 4th and 6th March (Stand F44) - we'll look forward to seeing you there.

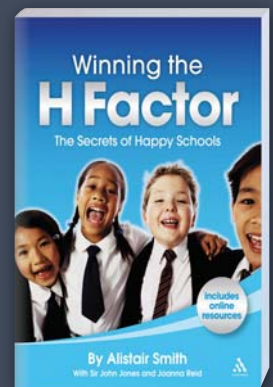
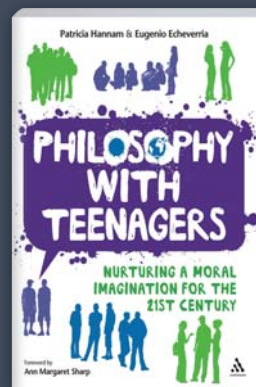
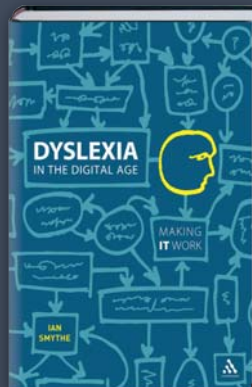
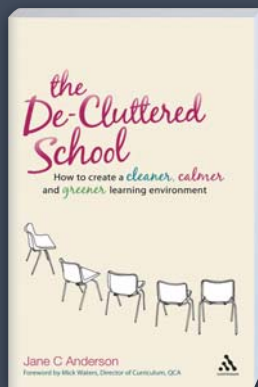
We are passionate about education and publishing - and we'll be talking about both in our new blog - so do visit <http://educationcontinuum.typepad.com> for news, views, information, updates and competitions.

With best wishes,

Anna Fleming

Publisher, afleming@continuumbooks.com

New books



Visit us at the Education Show!

With giveaways and competitions, plus 25% off all titles it's worth stopping by!
Stand number **F44**, 4th – 6th March, NEC Birmingham

Continuum Competition!

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Just email us at education.uk@continuumbooks.com with the subject header EDUCATION 2010 – the winner will be selected at random on the 30th April 2010.

www.continuumbooks.com

Contents

Trainees and NQTs	2
Teaching Assistants	5
Early Years and Childcare	7
Primary Education	11
Secondary Education	12
Further Education	18
Classroom Practice	19
Behaviour Management	22
Teaching and Learning Styles in Action	23
Assessment	27
Social and Emotional Aspects of Learning (SEAL)	29
Special Educational Needs & Disabilities and Gifted and Talented (SEND and G&T)	31
Personal Learning and Thinking Skills (PLTS) and Philosophy	33
Parent and Community Involvement	35
Management and Leadership	37
Future of Education	40

We're passionate about education and want to share that passion with you!

So we've launched a blog to bring you our favourite news, book previews, competitions and much more! Check it out at <http://educationcontinuum.typepad.com> or follow us on Twitter at <http://twitter.com/ContinuumEd>

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How to Survive Your First Year in Teaching

BESTSELLER

2nd edition

Sue Cowley

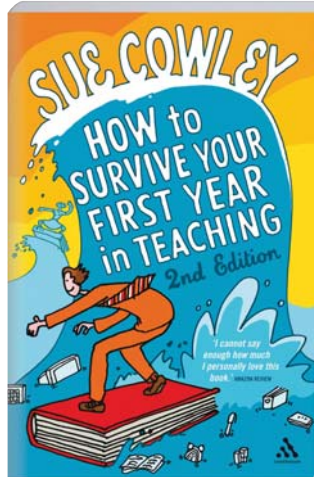
'Pretty much anything an NQT may fret about is discussed in this book.' SecEd

'I have yet to read a teaching book that so thoroughly fills me with the sense that "yes I can do this".' Review from Amazon.com

'...packed full of practical advice for trainee teachers.' Junior Education Plus

'The new, fully updated second edition offers down to earth, tried-and-tested strategies and solutions on how NQTs can cope.' Child Education Plus

'I approached this book with glee as I enjoy Sue Cowley's work and my students actually read her work... I was hoping that I could recommend it to my existing ITE students on both undergraduate and post/professional graduate courses, and I was not disappointed in this hope.' Dr Liane Purnell, ESCalate



The second edition of this successful book offers practical advice for trainee teachers, NQTs and others new to the profession. It is designed to help them survive and enjoy the difficult first year as a teacher. Written in Sue Cowley's honest and down-to-earth style, the book uses real situations and experiences to tell it like it is.

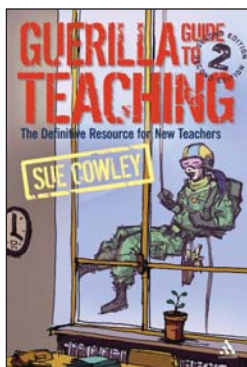
Sue Cowley is the author of a number of bestselling education and parenting books. She has been a contributor to many teaching publications, including the *TES* and *Junior Education*. Sue has taught students at both primary and secondary level, in the UK and overseas. She now works as an educational writer, trainer and presenter.

January 2009, 208 Pages, 138 x 216mm • PB 978 1 8470 64714 • £16.99

Guerilla Guide to Teaching

2nd edition

The Definitive Resource for New Teachers



Sue Cowley

'There should be a copy in every staffroom... In short it's invaluable: keep it under lock or key, or your colleagues will pinch it.' TES

'This book will help you negotiate the minefield that is the teaching profession. It's realistic, practical and stuffed with valuable information.' Sue Cowley

This is *the* definitive teaching resource for trainees everywhere. Drawing on the advice of professionals from every sphere of education, teaching guru, Sue Cowley, presents a vivid insider's guide to surviving in teaching – from preparing for teaching practice and finding a job, to planning lessons and managing

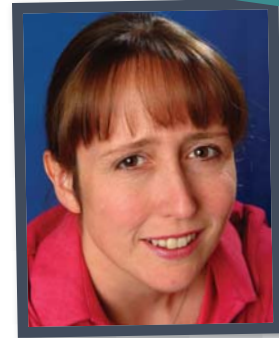
behaviour, right through to grappling with ICT and progressing your career.

Illustrated throughout with checklists, real-life documents and a series of interviews with people working in education, this is the most user-friendly, entertaining and realistic book on teaching ever published.

The second edition of this classic text has been fully updated and boasts a new chapter on 'teaching and learning', a series of new interviews and an edu-speak jargon-buster.

2007, 384 Pages, 156 x 234mm • PB 978 0 8264 92920 • £19.99

Sue Cowley

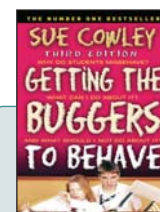


SUE COWLEY, author of the bestselling *How to Survive your First Year in Teaching*, says: 'When you first start teaching, it can feel overwhelming.

There's so much more to the job than just what happens in your classroom: staff-room politics, awkward parents, support staff to manage, paperwork to get done. That's why I like the Continuum *101 Essential Lists* series. They give practical advice, in a short and easy to access format. The *100 Ideas* books are also a great "dip in" resource for busy teachers.

And when it comes to surviving (and enjoying) your first year, my three top tips would be:

- **Take some risks.** No one expects you to be perfect in your first year; this is a great time to experiment and to take creative approaches to your teaching. Don't play it too safe – the best way to learn how to manage your classroom is to set yourself a few challenges.
- **Have fun.** Forget that old chestnut about "don't smile until Christmas". If you're laughing and your children are too, then everyone feels that much more relaxed. Don't take the job, or yourself, too seriously.
- **Remember why you're here.** Want to make a difference? Love working with children? Desperate for others to love your subject as much as you do? At the toughest moments, never forget whatever first inspired you to become a teacher.'



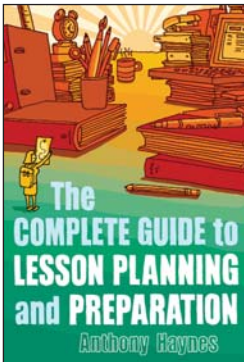
Also from
Sue Cowley

Getting the Buggers
to Behave 3rd Edition

page 16

The Complete Guide to Lesson Planning and Preparation

COMING SOON



Anthony Haynes

This book provides expert advice on perennial issues in teaching – planning and preparation. By taking the best ideas from a variety of sectors, and drawing on an unusual breadth of experience as a teacher, parent and business manager, the author's advice is uniquely well-rounded and pragmatic.

Packed with anecdotes, reflective questions and exercises, this enjoyable read covers everything a teacher needs to

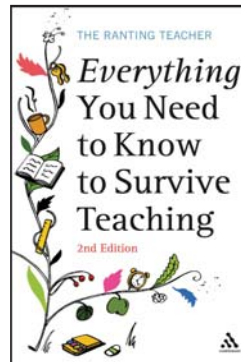
plan and prepare effectively, and use assessment to inspire more professional and fruitful lessons.

Anthony Haynes is former Chair of the English Association Schools Committee and faculty co-ordinator and mentor of PGCE students and NQTs. Anthony is also an experienced examiner and author of several books, including *100 Ideas for Lesson Planning*; also published by Continuum.

May 2010, 208 Pages, 138 x 216mm • PB 978 1 8470 60709 • £19.99

Everything you Need to Know to Survive Teaching

2nd edition



The Ranting Teacher

'If you are easily offended, think the sun shines out of your kid's behind, or are the chief inspector for schools, you'd better stop right here.' The Ranting Teacher

The warning as you enter the Ranting Teacher's website most definitely applies to *Everything you Need to Know to Survive Teaching (2nd edition)* too. A fully updated collection of the nation's top teaching rants, the Ranting Teacher finds solutions to the issues that really bother

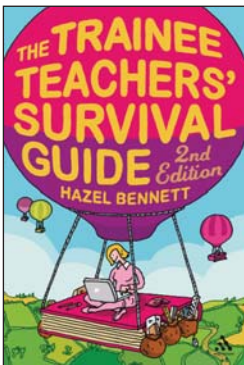
teachers – from controlling behaviour, wising up to kids' excuses and coping with extra-curricular activities, to dealing with parents, curing hangovers and impressing the inspectors. This book is the ultimate survival guide for teachers everywhere.

The Ranting Teacher, who understandably wishes to remain anonymous for legal reasons, founded the brilliant www.rantingteacher.co.uk site two years ago, and teaches at a "bog-standard" secondary school somewhere in the UK.

March 2009, 192 Pages, 138 x 216mm • PB 978 0 8264 93330 • £15.99

The Trainee Teachers' Survival Guide

2nd edition



Hazel Bennett

'It's filled with very direct, useful and practical advice about everything from parent interviews, through seeking promotion, to taking assembly and surviving Ofsted. Unlike most books of its type, it recognises that teachers have a home life.' TES First Appointments

Hazel Bennett is engaging and informative about the things that really matter when you're training to be a teacher. Covering all the practicalities – from choosing the right

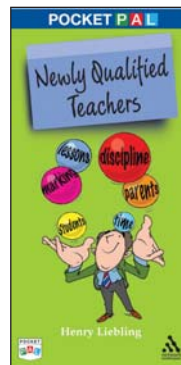
course and getting in to your first-choice college, through to finding the right teaching post for you and juggling a life with your new career – her advice is realistic and down-to-earth.

Creative suggestions for planning mock lessons at college and strategies for surviving the dreaded training practice are included, as are tips for passing the obligatory literacy, numeracy and ICT tests. Quite simply the ultimate survival manual for trainees everywhere, this new edition is more accessible than ever and contains the latest professional standards. Please visit Hazel Bennett's website for more information: www.hazelbennett.com.

Hazel Bennett is a teacher with over 30 years' experience at both primary and secondary level, in special, inner-city and suburban schools.

March 2009, 184 Pages, 138 x 216mm • PB 978 1 8470 60563 • £14.99

Pocket PAL: Newly Qualified Teachers

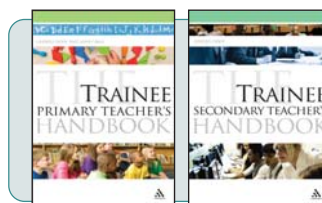


Henry Liebling

An accessible, handy guide that will prove invaluable for newly qualified teachers during their induction year. The guide is packed with advice and ideas to use during the all important first year in teaching, helping NQTs to develop their teaching and meet the requirements of the induction standards. Topics include working with colleagues, classroom management, parents evenings, coping with diversity, and time management.

Henry Liebling has extensive experience as a lecturer and teacher trainer, specialising in preparing students as NQTs.

2007, 96 Pages, 100 x 200mm • Color Illus 8 • PB 978 1 8553 92298 • £7.99



Also available

The Trainee Primary Teacher's Handbook and **The Trainee Secondary Teacher's Handbook** page 15

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Reflective Teaching with Andrew Pollard

Reflective Teaching: a best-selling comprehensive textbook for teacher education and development.

Readings for Reflective Teaching may be read independently, but is also part of an unprecedented support package – specifically designed for busy students, mentors and teachers including:

www.rtweb.info: a fully integrated online resource providing regularly updated material, including Guidance on Further Reading, Reflective Activities, a Compendium of Terms and Web Links.



Andrew Pollard

Reflective Teaching

Evidence-informed Professional Practice

Andrew Pollard

'The fact that this is the third edition of Andrew Pollard's popular initial teacher education textbook...demonstrates that this is a book with a successful record of supporting the professional development of beginning teachers.'
Journal of Education for Teaching

'This handbook ... should be in every CPD leader's library ... What makes this book so great is that it is packed full of examples, diagrams and teaching tools.' CPD Update

Reflective Teaching is the definitive textbook for reflective classroom professionalism. It offers exceptional support for trainee teachers, mentors, newly qualified teachers and for those engaged in continuing professional development and performance review.

Andrew Pollard's *Reflective Teaching* has been established for over twenty years. Each edition builds on that foundation and offers something new. This edition is enhanced by:

- **A new look** with a larger format, fresh text design, photographs and illustrations making the book more attractive and user-friendly than ever before.
- **New content** to reflect contemporary innovations such as Personalized Learning, Assessment for Learning, Pupil Consultation and Every Child Matters.
- **Updates throughout** in line with new teaching Standards and Competences in each part of the UK.
- **Advanced material** to respond to the introduction of Master's Level study within many PGCE courses, the growth in evidence-informed professional practice and more coherent continuing professional development.
- **Research Briefings** from the Teaching and Learning Research Programme (TLRP) – the UK's largest ever coordinated initiative on educational research.

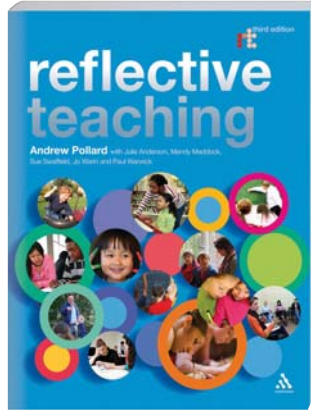
Reflective Teaching is the most comprehensive, evidence-informed handbook on teaching, and remains, as ever, both practical and accessible.

'This book and its associated resources have extremely serious intentions and contemporary relevance. We wish to support the continuing development of high-quality professionals who can enhance pupil attainment, and we also want to support new teachers in understanding the contexts in which they work and the significance of what they do.'
Andrew Pollard

Andrew Pollard taught nursery, primary and lower secondary children before becoming a teacher educator and researcher. He is currently Director of the Teaching and Learning Research Programme (TLRP) and based at the Institute of Education, University of London, UK.

2008, 608 Pages, 246 x 189mm • PB 978 0 8264 93408 • £24.99

BESTSELLER 3rd edition



ONLINE RESOURCES

Readings for Reflective Teaching

Andrew Pollard

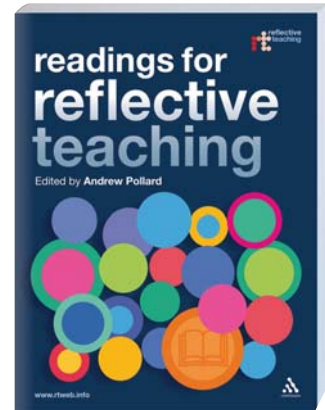
'This is a must have...Very useful for teacher training...very informative.'
Amazon Reviewer

This unique portable library of 120 exceptional readings:

- provides teachers with easy access to key texts on education
- includes both classic and contemporary works from international contributors, drawn from books and journals
- showcases important research findings; and
- provides a comprehensive resource for pre- and in-service training courses

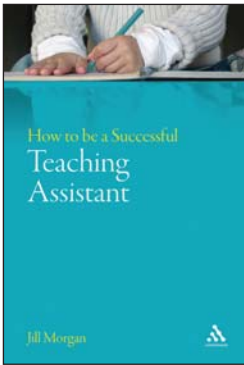
2002, 432 Pages, 246 x 189mm • PB 978 0 8264 51156 • 24.99

BESTSELLER



Online resources

We want to make your life easier, so we've added loads of online resources to several of our books! You can find printable worksheets, lesson plans, useful links, resources, audio files, video clips and much more online. Just look in the front of the book for the web address and then sign up for your individual password.



How to be a Successful Teaching Assistant

Jill Morgan

This practical guide gives TAs useful advice on:

- the TAs role
- responding to pupils' needs
- strategies for behaviour management; and
- working in a team.

Each chapter contains checklists for TAs to record their progress and real life case studies for the TA to learn from.

The book also contains a list of useful organisations, websites and further reading.

Jill Morgan has worked with Teaching Assistants for the last 14 years both in the US and the UK. She currently teaches on the Foundation Degree in Learning Support at Swansea Institute of Higher Education (SIHE), UK, and is also an Independent Education and Training Consultant.

2007, 160 Pages, 129 x 198mm
PB 978 0 8264 93286 • £11.99

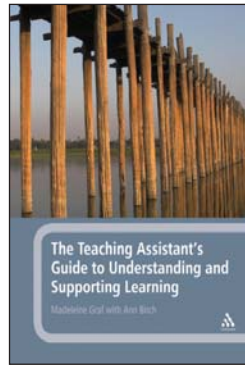


Also available

Supporting and Supervising your Teaching Assistant

page 38

To see the full range of titles in our *Teaching Assistants series* please visit our website at www.continuumbooks.com/education



The Teaching Assistant's Guide to Understanding and Supporting Learning

Madeleine Graf
With Ann Birch

This fascinating guide provides teaching assistants with essential information on:

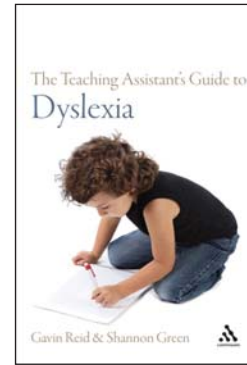
- understanding what learning is and how it happens
- creating an effective learning environment
- planning for learning
- developing pupils' thinking skills and supporting them as they learn how to learn; and
- supporting learning for pupils with Special Educational Needs.

This book is essential reading for TAs studying for Foundation Degrees or for the Higher Level Teaching Assistant status. It is also recommended reading for all teaching assistants interested in knowing more about how children learn.

Madeleine Graf is a Senior Lecturer in Education at Swansea Metropolitan University, UK. She teaches on a number of programmes within the School of Education, including the Foundation Degree in Learning Support.

Ann Birch is Senior Lecturer at Swansea School of Education, UK.

March 2009, 120 Pages, 189 x 246mm
PB 978 0 8264 93682 • £16.99



The Teaching Assistant's Guide to Dyslexia

Gavin Reid and Shannon Green

'This book provides particularly relevant and practical information...and gives clear explanations of how the information given relates specifically to children in school and the role of a TA in supporting those children.' Learning Support

This practical guide gives you useful advice on:

- Understanding and identifying dyslexia
- Developing effective strategies for aiding the learning of dyslexic pupils
- Supporting pupils with different learning styles through the development of a range of study skills
- Encouraging self-esteem.

Each chapter provides a range of activities and reflective questions, and there are games to support learning plus a list of useful ICT resources.

Gavin Reid is an Educational Psychologist in Vancouver, Canada, a consultant with the Center for Child Evaluation and Teaching (CCET) in Kuwait, and a Director of the Red Rose School for Children with Dyslexia in Lancashire, UK.

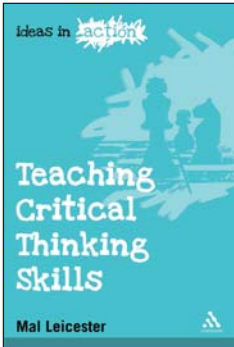
Shannon Green is an Orton-Gillingham (OG) Trainer for the Canadian Academy of Therapeutic Tutors (CATT) in Canada and the OG trainer for the CCET in Kuwait. She is also the co-founder of REACH Learning Center in North Vancouver, British Columbia, Canada.

2007, 160 Pages, 129 x 198mm
PB 978 0 8264 97598 • £13.99

Is there anything we can do to help you in the classroom? Please email any book ideas to education.uk@continuumbooks.com

This highly practical series contains a wide range of books of importance to teachers, trainees and NQTs. Each book is packed with ready-to-use activities for the classroom. They are quick and easy to dip into: each technique is presented on the left-hand page, and the facing right-hand page shows a practical activity to put that technique into practice.

Teaching Critical Thinking Skills



Mal Leicester

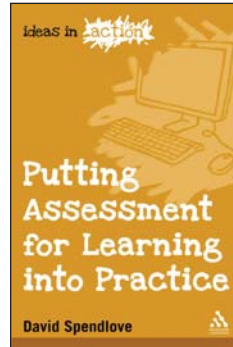
Critical thinking could be thought of as a tool box of skills which enables us to think more deeply, clearly and logically about our beliefs; providing a platform for making sound and valid decisions. Not only will this book help you to develop your students, but it will also further develop your own critical thinking. Each chapter contains an illustrative story to help apply the abstract ideas, such as rational thought and moral and ethical reflection, to concrete, everyday situations. This book explains the essential elements of critical thinking and why it is integral to the lifelong

process of becoming educated.

Mal Leicester is an Emeritus Professor of Education at the University of Nottingham, UK.

November 2009, 136 Pages, 138 x 216mm • PB 978 0 8264 35439 • £12.99

Putting Assessment for Learning into Practice



David Spendlove

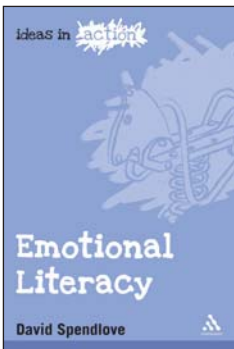
Putting Assessment for Learning into Practice is about the purpose of teaching and assessment as a means to ensuring deep, maximised, engaged and challenging learning. Effective strategies based upon good practice are identified and the simple message is that good teaching can overcome bad testing, and central to assessment for learning is empowering learners through developing learning autonomy. This means involving learners in their own learning through reflection, but also as co-constructors and co-negotiators of their learning.

This book is for all teachers and school leaders who are committed to ensuring learners are engaged in successful, meaningful and deep learning.

David Spendlove is a lecturer in Education at the School of Education, University of Manchester, UK.

May 2009, 128 Pages, 138 x 216mm • PB 978 1 8470 64103 • £12.99

Emotional Literacy



David Spendlove

'Dr Spendlove presents a series of neuroscience-based exercises which teachers can use to help pupils to overcome primitive fears.' Adi Bloom, TES

Ensuring that children leave school emotionally literate is

becoming of increasing concern in the UK, with the introduction of initiatives in both primary and secondary education. This highly practical text provides teachers with strategies and engaging classroom activities that will help teachers to develop their pupils emotional literacy.

January 2009, 112 Pages, 129 x 198mm
PB 978 1 8470 64110 • £12.99

Effective Learning



Gavin Reid and Shannon Green

For a young person to have a successful career at school and become a lifelong learner it is essential that they develop the skills to learn effectively. This book looks at ways in which

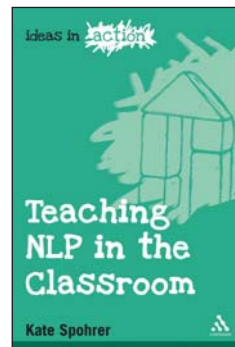
teachers can identify and deal with barriers to learning and suggests strategies which motivate young people to develop an interest in their own learning.

Gavin Reid is an Educational Psychologist in Vancouver, Canada, a consultant with the Center for Child Evaluation and Teaching (CCET) in Kuwait, and a Director of the Red Rose School for Children with Dyslexia in Lancashire, UK

Shannon Green is an Orton-Gillingham (OG) Trainer for the Canadian Academy of Therapeutic Tutors (CATT) in Canada and the OG trainer for the CCET in Kuwait. She is also the co-founder of REACH Learning Center in North Vancouver, British Columbia, Canada.

July 2009, 112 Pages, 138 x 216mm
PB 978 1 8470 65322 • £12.99

Teaching NLP in the Classroom



Kate Spohrer

NLP is very effective in enabling young people to overcome fears, anxieties and limitations, which, in turn, helps them to achieve more in school, learn more effectively and, in life in general, become more fulfilled and wholesome

individuals. This highly practical book provides strategies for teachers to use in the classroom to improve their own NLP skills as well as those of their students. Topics include: understanding that we only see what we believe is possible; realising that we create our own experience; using embedded commands to aid homework.

Kate Spohrer is a Behavioural Consultant, ADHD Family Coach and Trainer and an NLP Master Practitioner, as well as a former teacher.

January 2009, 112 Pages, 129 x 198mm
PB 978 1 8470 60402 • £12.99

We're passionate about education and want to share that passion with you!

So we've launched a blog to bring you our favourite news, author interviews, book reviews and more!

Check it out at <http://www.educationcontinuum.typepad.com/> or follow us on Twitter at <http://twitter.com/ContinuumEd>

Foundations of Literacy

Sue Palmer
and Ros Bayley

'This excellent book combines that perfect mix of reassuring theory and practical suggestions on how to translate the theory into effective action.' Julia Strong, Deputy Director, National Literacy Trust

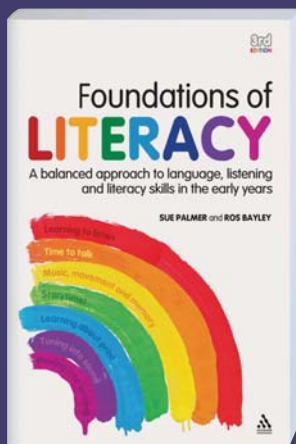
Written by literacy specialist Sue Palmer and early years consultant Ros Bailey, the third edition of this bestselling book draws on the advice and experience of many professionals involved with children aged 3 to 6, including speech and language therapists, literacy and music specialists, early years advisers, developmental psychologists and – above all – teachers from around the UK and Europe.

Foundations of Literacy provides fun activities designed to develop the skills, concepts and knowledge that underpin literacy. There are clear explanations of the latest research and theory, and the book also provides practical advice on helping children transfer learning into their own, child-initiated activities, to build a genuine and solid foundation for literacy.

Sue Palmer, a former primary headteacher, has written more than 200 books and educational television programmes on aspects of literacy.

Ros Bayley works as an early years consultant, writer and storyteller, following a long career as an early years teacher.

2008, 136 Pages, 210 x 297mm • PB 978 1 8470 60891 • £19.99



3rd edition

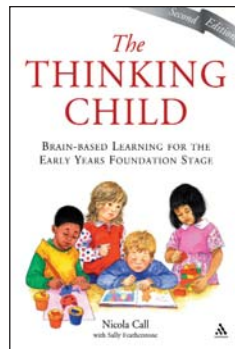
BESTSELLER

The Thinking Child

2nd edition

COMING SOON

Brain-based learning for the early years foundation stage



Nicola Call with Sally Featherstone

'Full of life and humour ... I wholeheartedly recommend this book for any early years practitioner or parent of a pre-school child who wants to know more about how children learn.' Amazon Reviewer

This new edition of *The Thinking Child* is fully updated with reference to the new Early Years Foundation Stage (EYFS) and Every Child Matters agenda. The book considers the most recent research into the brain and learning, and offers practical advice on how to reflect these findings in the classroom.

New material includes:

- 'Taking the Time for Learning' – the current challenges facing practitioners who are dealing with stressed and over-scheduled children, and
- 'Inclusion' – the philosophy and benefits of including every child, and how to address practical issues that might arise in different settings.

Other new material covers:

Collaborative working; foreign language learning and English as an additional language (EAL); outdoor learning and healthy settings; extended provision and the key person approach and managing ICT and the dangers of information overload.

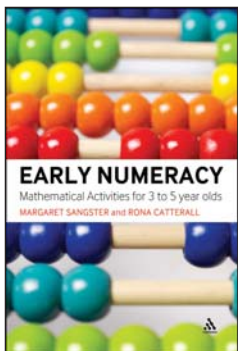
Nicola Call is a former primary school deputy head, she now combines writing with research into Accelerated Learning work in schools.

Sally Featherstone is a trainer, writer and consultant for the early years and primary stages of education.

March 2010, 160 Pages, 210 x 297mm • BW Illus 90 • PB 978 1 8553 94728 £22.99

Early Numeracy

Mathematical activities for 3 to 5 year olds



Margaret Sangster
and Rona Catterall
Illustrated by Clare Jarvis

'A brilliant collection of enjoyable mathematical activities for young children beginning to learn in a formal situation. In-depth overviews of the concepts, with a useful cross-reference guide to the activities, provide a valuable means towards tracking progress.' Alan Thwaites, author and primary maths specialist, East Sussex, UK

In the early years, mathematics is introduced to young children through oral work and practical activities. This highly practical resource provides starting points for young children beginning to learn about mathematics through engaging activities. To help with visual stimulation many of the activities involve using practical resources, which can be found in most early years settings. The activities are versatile and can be run with whole classes or small groups.

Margaret Sangster is Principal Lecturer and Programme Director in Primary Education at Canterbury Christ Church University, UK.

Rona Catterall worked with children aged 3 to 11 as a class teacher, a deputy-head, an acting headteacher and as a mathematics advisory teacher in the North West of England before moving into higher education.

July 2009, 176 Pages, 169 x 244mm • PB 978 1 8470 64998 • £14.99

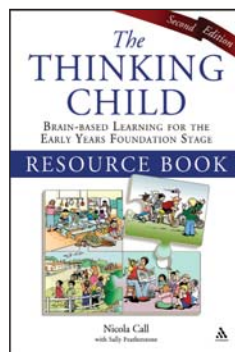
The Thinking Child

2nd edition

COMING SOON

Resource Book

Brain-based learning for the early years foundation stage



Nicola Call with Sally Featherstone

'An extremely practical, accessible guide to putting brain-based research into action in foundation stage settings.' Sue Palmer, Literacy Specialist

In this new edition of a popular resource, the authors provide a wealth of practical suggestions on how to implement the most up-to-date research findings into how children learn best in early years settings. It is also fully updated with reference to the new Early Years Foundation Stage (EYFS) and Every Child Matters.

This resource book can be used independently or as a companion to the more theoretical *The Thinking Child*, also in its second edition. Handy margin references direct you to the appropriate pages of the sister book should you wish to learn more about the theory and research behind the practical techniques. This practical resource includes ways to promote self-esteem and emotional intelligence; ideas for teaching through play, music and movement; activities for circle time; advice on managing behaviour positively and fostering relationships with parents and carers.

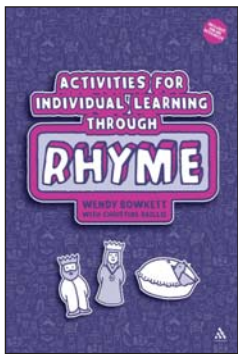
An indispensable resource for early years practitioners of all settings, this book will also appeal to trainee teachers and parents.

April 2010, 176 Pages, 210 x 297mm • BW Illus 70 • PB 978 1 8553 97415 • £24.99

Activities for Individual Learning through Rhyme

COMING SOON

Resources for the Early Years Practitioner



Wendy Bowkett
with Christine Baillie

Containing over 70 tried-and-tested activities, *Activities for Individual Learning through Rhyme* is a practical resource which takes a cross-curricular thematic approach and uses the themes of number rhymes and nursery rhymes to explore the Early Years Foundation Stage (EYFS). This thematic approach saves preparation and teaching time for practitioners and provides children with more effective and engaging activities. It also familiarises children with the more sophisticated cross-curricular projects they

will encounter in the primary school. Activities are clustered around particular number rhymes and nursery rhymes and each set of activities is clearly linked to the EYFS goals.

Activities for Individual Learning through Rhyme is a highly practical invaluable resource book for all early years practitioners.

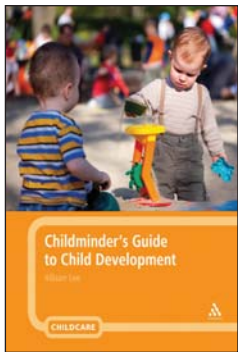
Wendy Bowkett has worked in early years' settings for over 30 years and ran her own private day nursery for 15 years.

Christine Baillie has worked in early years' settings for over 20 years.

April 2010, 224 Pages, 210 x 297mm • PB 978 1 4411 68399 • £29.99

Childminder's Guide to Child Development

BESTSELLER



Allison Lee

'This excellent book is written in a very accessible and easy-to-read style, and contains plenty of valuable case studies that will help childminders to reflect and evaluate on their current practice.' Early Years Educator

This is the essential guide to child development for all childcare professionals working in a home-based setting. Allison Lee provides useful information on:

- development through the ages
- providing play and other learning experiences
- physical development and well-being
- personal, social and emotional development
- communication and language development
- cognitive development
- factors which affect child development
- working with disabled children and their families
- promoting children's rights
- working in partnership with parents

The contents are linked to the Diploma in Home-Based Childcare, particularly to Unit 2: Childcare and Child Development (0–16) in the Home-based Setting. This guide is a must have for all trainees in home-based childcare.

Allison Lee has been running a childminding business for over 14 years and holds the full Certificate in Childminding Practice, an NVQ 3 in Childcare and Education, and the Quality Assurance Award Level 3 from the National Childminding Association (NCMA). She has been credited as running an outstanding business by Ofsted.

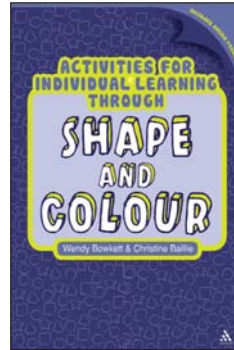
2008, 128 Pages, 189 x 246mm • PB 978 1 8470 60853 • £14.99

For a full listing of all our childminding titles please visit our website www.continuumbooks.com/education

Activities for Individual Learning through Shape and Colour

COMING SOON

Resources for the Early Years Practitioner



Wendy Bowkett
with Christine Baillie

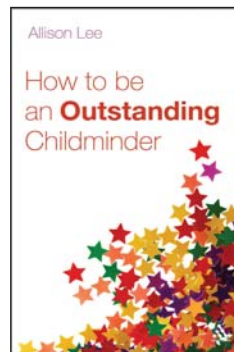
Containing over 70 tried-and-tested activities, *Activities for Individual Learning through Shape and Colour* is a practical resource which takes a cross-curricular thematic approach and uses the themes of shape and colour to explore the Early Years Foundation Stage (EYFS). This thematic approach saves preparation and teaching time for practitioners and provides children with more effective and engaging activities. It also familiarises children with the more sophisticated cross-curricular projects they will encounter in

the primary school. Activities are clustered around particular shapes and colours and each set of activities is clearly linked to the EYFS goals.

Activities for Individual Learning through Shape and Colour is a highly practical invaluable resource book for all early years practitioners.

June 2010, 196 Pages, 210 x 297mm • PB 978 1 4411 55542 • £29.99

How to be an Outstanding Childminder



Allison Lee

'Filled with handy hints and practical guidance, together with exercises to test your knowledge and understanding of what is expected of you during your Ofsted inspection.' Child Care

Since Ofsted introduced its new graded system there has been increasing pressure on childminders to prove that they are running an 'outstanding' business. This book, written by a practising childminder who has herself achieved an outstanding grade for her childcare service, shows how it is possible to show the Ofsted inspector that you are worthy of the highest award for your childminding service.

Topics covered include:

What to expect from your inspection; regulations and legislation; your responsibilities to parents and children; what the Early Years Foundation Stage means to Childminders; achieving the Every Child Matters Outcomes; essential paperwork and checklists and reflecting on your practice.

April 2009, 152 Pages, 129 x 198mm • PB 978 1 8470 64967 • £12.99



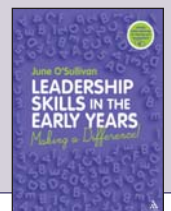
Also available

Developing Your Leadership in the Early Years

page 37

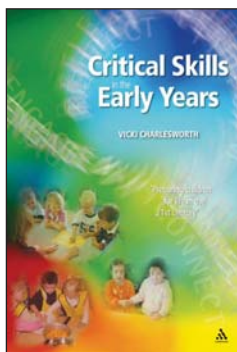
Leadership Skills in the Early Years

page 38



NEW IN PAPERBACK

Critical Skills in the Early Years



Vicki Charlesworth

'Our evaluation of the programme in Jersey...shows that there is high esteem for it from both pupils and teachers...I hope this book, whose author has been involved in that island-wide collaboration, will

have a significant impact on schools generally.' Ted Wragg, Professor of Education, University of Exeter, UK

Using the powerful principles of the Critical Skills Programme, Vicki Charlesworth outlines proven strategies for creating a young learning community in which children can feel confident and secure, and identify how to take their learning forward. The book provides a wealth of practical ideas on introducing problem-based learning, getting children working collaboratively and using formative assessment as a teaching and learning tool.

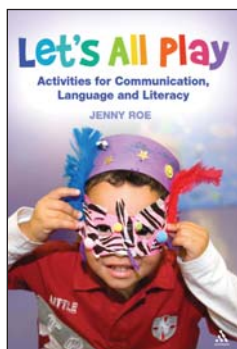
Vicki Charlesworth is now the Deputy Headteacher at St. Luke's Primary School, UK and a trainer for Critical Skills.

April 2009, 111 Pages, 210 x 297mm
PB 978 1 8553 96326 • £24.99

ONLINE RESOURCES

Let's All Play

Activities for Communication, Language and Literacy



Jenny Roe

This book is a fun and focused approach to teaching communication, language and literacy in an inclusive early years setting. The author provides a wide range of activities to encourage the development of children's key skills.

The activities will include:

Key vocabulary; resources needed; a description of the activity; development stages towards early learning goals defined for different learners recognising a breadth of learning abilities; how to assess – inspired from the 'look, listen and note' approach suggested in the EYFS; Discussion ideas and Differentiation – ideas for both challenging children and meeting lower ability children including those with English as a second language.

Jenny Roe currently runs an early years department in an LEA special school in Staffordshire, UK.

March 2009, 152 Pages, 169 x 244mm
Color Illus 82 • PB 978 0 8264 23948 • £16.99

ONLINE RESOURCES

Playing Outdoors in the Early Years

2nd edition



Ros Garrick

'A thought-provoking but very accessible book covering a lot of ground, playing a valuable role in bringing together a wide range of research and showing how this can guide practice in outdoor provision.' Jan White, Consultant for Outdoor Provision in the Early Years, UK

Provision in the Early Years, UK

In this engaging and stimulating guide, Ros Garrick considers every aspect of outdoor play. This new edition has been brought up-to-date with recent national and international research, the Every Child Matters Agenda and the Early Years Foundation Stage guidance. New case studies and examples of international practice are included, as well as a fully updated list of useful organizations and agencies.

Ros Garrick is Principal Lecturer Children's Workforce at Sheffield Hallam University, UK.

October 2009, 144 Pages, 138 x 216mm
BW Illus 10 • PB 978 1 8470 65476 • £12.99

Reflective Playwork

For all who work with children



Jacky Kilvington and Ali Wood

'A good read for those of us who wish to extend our understanding of playwork. It helps us understand the influence of culture on our work and to relate playwork theory to our everyday practice.' Mike Greenaway, Director, Play Wales, UK

Reflective Playwork provides an introduction to playwork values, principles and practice for all who work with children. It recognizes that play is a need for all and encourages a greater understanding of play from the child's perspective, and suggests ways in which adults

can support and enhance play.

Reflective Playwork is for the playworker and for all others who work with children – such as childcare practitioners, teaching assistants, health workers, social workers, teachers and those in management – who are looking to understand and adopt, at appropriate times, the values and principles in their own settings.

Jacky Kilvington and Ali Wood are freelance playwork consultants and have designed, delivered, written and assessed material for many of the national playwork qualification providers in the UK.

December 2009; 184 Pages, 189 x 246mm
PB 978 0 8264 97642 • £19.99 • HB 978 1 4411 67682 • £65.00

The Value of Play



Perry Else

'The book makes a valuable contribution to the development of reflective practice, not only for playworkers but for other professionals in children's care and education.' Pat Petrie, Professor of Education, Institute of Education, University of London, UK

The Value of Play is explained using the Integral Play Framework, a model that draws together differing views on the purpose of play and its various types. These ideas are then used as the basis for chapters of the book: showing why playing is valuable to our bodies, our minds, and

culturally and socially.

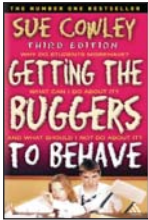
There are examples of how play can be supported both informally and formally, at home and in children's settings. As well as theory, there are relevant, practical approaches for play activities, and observations of playing children to help explain the processes.

Perry Else is course leader for BA Hons Playwork at Sheffield Hallam University, UK.

February 2009, 184 Pages, 156 x 234mm
HB 978 0 8264 48095 • £65.00 • PB 978 0 8264 95655 • £19.99

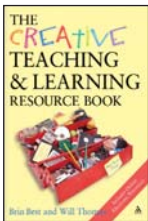
100 Ideas for the Early Years Series

SIMON BROWNHILL, author of *100 Ideas for Teaching Physical Development* believes that the Early Learning Goals for physical development 'beautifully encapsulate the essence of what it means to be "physical" in life, and provide practitioners with an infinite number of possibilities and opportunities in which young children can be physical, both indoors and outdoors'. In his award-winning book, he offers practitioners loads of strategies to get children moving, believing that by 'effectively utilising cross-curricular links, creativity, partnerships and play-based learning, settings and schools have the potential to make children the most active young people in the world!'. Simon's favourite Continuum books are:



Getting the Buggers to Behave (3rd Edition)

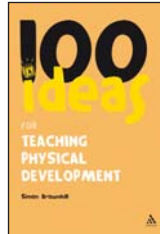
'Just brilliant! The book covers so many topics, the writing style is superb and the ideas and strategies offered are plentiful and foolproof - I wish I had written it!'
- see page 16.



Creative Teaching and Learning Resource Book

'Many an evening have I found myself avidly reading this book, reflecting on my own practice, selecting strategies to use in my own taught sessions, and marvelling at the way in which the text is constructed. Another top read!'
- see page 25.

100 Ideas for Teaching Physical Development



Simon Brownhill

'It is refreshing, the way this book (and others in the series) manages to keep elaborate and expensive resources to a minimum...The ideas are deliberately broad and intended to drive effective provision...This would make an ideal resource for any early years practitioners wanting a bank of good ideas to help promote physical development in their early years setting.' Early Years Educator

The book is packed with 100 inspirational ideas on teaching physical development in the Early Years, ranging from ways to provide child-initiated learning opportunities to enriching physical development with ICT.

Using his wealth of experience, the author has produced a fantastic selection of ideas to enhance and facilitate learning.

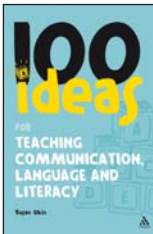
Simon Brownhill is a lecturer in Education at the University of Derby, UK.

February 2009, 136 Pages, 169 x 244 • PB 978 1 8470 61935 • £12.99

Winner of a 2009
Practical Pre-School
Gold Award!



100 Ideas for Teaching Communication, Language and Literacy



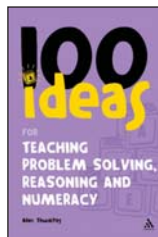
Susan Elkin

This book will be essential reading for any practitioner involved with children's development in the early years. Focusing on communication, language and literacy the author provides one hundred practical and inspiring ideas for use in the education setting.

Susan Elkin is an educational journalist and former secondary school teacher.

April 2008, 128 Pages, 169 x 244mm • PB 978 0 8264 98694 • £12.99

100 Ideas for Teaching Problem Solving, Reasoning and Numeracy



Alan Thwaites

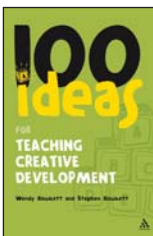
'It's easy to read and use - well recommended!! 4 out of 5 stars.' TES

This book is an ideal companion for all Early Years practitioners. Using his wealth of experience, the author has produced 100 inspirational ideas on stimulating and developing problem solving, reasoning and numeracy. The ideas range from helping to develop children's abilities to calculate and measure, to activities aimed at increasing shape and space recognition.

Alan Thwaites has worked in primary education and child development for 27 years; he now combines part-time teaching with writing.

2008, 136 Pages, 169 x 244mm • PB 978 0 8264 99059 • £12.99

100 Ideas for Teaching Creative Development



Wendy Bowkett and Stephen Bowkett

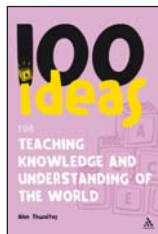
This book will be essential reading for any practitioner involved with children's development in the early years. Focusing on creative development the authors provide one hundred practical and inspiring ideas for use in the education setting.

Wendy Bowkett has worked in early years' settings for over 30 years and ran her own private day nursery for 15 years. She is still actively engaged in working with young children: she runs creative craft clubs and works part-time at a Montessori nursery.

Stephen Bowkett taught English for 18 years in Leicestershire High Schools, UK. He is now a full-time writer and trainer.

2008, 128 Pages, 169 x 244mm
PB 978 0 8264 99295 • £12.99

100 Ideas for Teaching Knowledge and Understanding of the World



Alan Thwaites

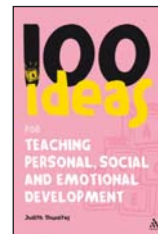
'This book is a great companion for all early years practitioners.' EYE

This book will be essential reading for any practitioner involved with children's development in the early years. Focusing on knowledge and understanding of the world the author provides one hundred practical and inspiring ideas for use in the education setting.

Alan Thwaites has worked in primary education and child development for 27 years; he now combines part-time teaching with writing.

2008, 144 Pages, 169 x 244mm
PB 978 0 8264 98687 • £12.99

100 Ideas for Teaching Personal, Social and Emotional Development



Judith Thwaites

Every Early Years practitioner, including childminders, will have a statutory duty to deliver the new Early Years Framework. This book will provide a practical, dip-in resource to help them meet the requirements of the Personal, Social and Emotional area of the framework.

Judith Thwaites has worked in Education for over 30 years. Having taught at Foundation Stage and Key Stage 1 she is concerned with devising strategies for delivering the EYFS curriculum in stimulating and meaningful ways.

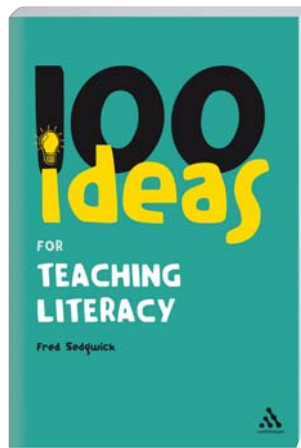
2008, 128 Pages, 169 x 244
PB 978 1 8470 63823 • £12.99

All 6 books are now available to purchase together, dedicated to helping you meet the Early Learning Goals.

Early Learning Goals Pack, Jan 2010,
978 1 4411 57645, £65.00

100 Ideas for Teaching Literacy

COMING SOON



Fred Sedgwick

This book is brimming with 100 simple and effective tips for developing creativity and literacy from Foundation Stage through to Key Stage 2, such as:

- how to make displays that inspire and encourage children to think, talk and write
- how using rhyme can help children with phonics; and
- how to use props to encourage children to tell stories.

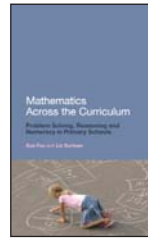
Useful and resourceful, this book is ideal for trainees, NQTs and experienced teachers alike.

Fred Sedgwick is a poet, former headteacher and the author of many books in the areas of literature, expressive arts, education and creativity.

February 2010, 128 Pages, 129 x 198mm • PB 978 1 8470 63571 • £10.99

Mathematics Across the Curriculum

Problem Solving, Reasoning and Numeracy in Primary Schools



Sue Fox and Liz Surtees

Mathematics Across the Curriculum shows how to teach mathematical concepts through different subjects and discusses the reasoning and research behind using problem solving and investigation teaching techniques. Best practice for planning and assessment, classroom organisation and practice, and use of resources are all discussed, with clear links to recent research and government standards and initiatives.

Sue Fox has taught all ages in the primary sector and was a primary school headteacher for 10 years. She is a director of Foxes Boxes, Mathematical Resource Company.

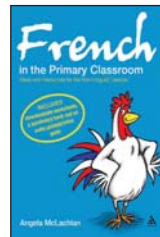
Liz Surtees is Assessment Officer at Bute Medical School, University of St Andrews, UK, and has taught mathematics across the school age range and in further education and higher education contexts.

April 2010, 208 Pages, 189 x 246mm • BW Illus 10
HB 978 1 4411 59403 • £75.00 • PB 978 1 4411 23565 • £24.99

French in the Primary Classroom

ONLINE RESOURCES

Ideas and Resources for the Non-Linguist Teacher



Angela McLachlan

'Non-linguist teachers of primary French will find a wealth of ideas, information and activities in this book to enable them to feel secure, knowledgeable and ready to teach.' Dr Jane Jones, Head of MFL Teacher Education King's College London, UK

Angela McLachlan presents a resource bank of games and activities to enhance the teaching and learning experience, to engage and motivate the young learner, and to promote sound language learning in the primary classroom.

Downloadable resources are available to guide both teachers and learners: an audio file, a vocabulary bank and worksheets.

Angela McLachlan is at the School of Education, University of Manchester, UK.

February 2009, 168 Pages, 189 x 246mm • PB 978 0 8264 98960 • £29.99

The Trainee Primary Teacher's Handbook

ONLINE RESOURCES



Gererd Dixie and Janet Bell

This comprehensive handbook provides guidance for trainee primary school teachers on:

Choosing the right course; preparing for, and applying for the course; getting to grips with educational jargon; making the most of your training programme; developing effective teaching skills; looking ahead to your induction year. This book is a must for anyone interested in becoming a primary school teacher.

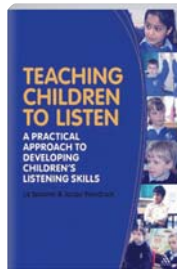
Gererd Dixie is an Educational Consultant and Advanced Skills Teacher in Initial Teacher Training.

Janet Bell is an assistant leader of a large Primary SCITT, as well as working as a consultant for a Graduate Teacher Programme.

October 2009, 256 Pages, 234 x 156mm • PB 9780826418388 • £19.99

Teaching Children to Listen

ONLINE RESOURCES



A practical approach to developing children's listening skills

Liz Spooner and Jacqui Woodcock

Teaching Children to Listen outlines a whole-school approach to improving listening skills. It begins by looking at why listening skills are important and how to overcome barriers to achieving them, before pinpointing the behaviours that children need to learn in order to be a good listener. Each activity sets out what equipment you need to play the game, tips for facilitating and ideas for differentiation, and are designed to be used by teachers, teaching assistants and therapists with children aged 3-11.

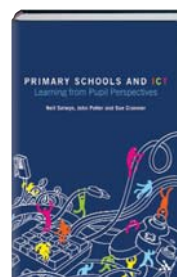
Liz Spooner is a Specialist Speech and Language Therapist with 18 years experience of working in education.

Jacqui Woodcock is a Speech and Language Therapist with over 15 years experience of working in nurseries and schools.

January 2010, 128 Pages, 210 x 297mm • BW Illus 20 • PB 978 1 4411 74765 • £19.99

Primary Schools and ICT

COMING SOON



Learning from pupil perspectives

Neil Selwyn, John Potter and Sue Cranmer

'This book looks at primary ICT from a very different perspective by placing pupils at the heart of thinking on ICT, rather than being led by the technology...It uses the views of over 600 pupils to draw out what it is about ICT that excites, motivates and interests children in and outside the classroom. Here is a book that uses research to really look at the Every Child Matters agenda and take notice of the pupil voice.' Graham Jarvis, Associate Principal Lecturer in Education, Leeds Trinity University College, UK

Neil Selwyn and John Potter both teach at the London Knowledge Lab, Institute of Education, University of London, UK.

Sue Cranmer is a senior researcher at Futurelab, UK.

February 2010, 192 Pages, 156 x 234mm • BW Illus 27
HB 978 1 8553 97514 • £75.00 • PB 978 1 8553 95787 • £24.99



See also

The ALPS Approach page 24.

Learning to Lead

ONLINE RESOURCES

COMING SOON

Using Leadership Skills to Motivate Students

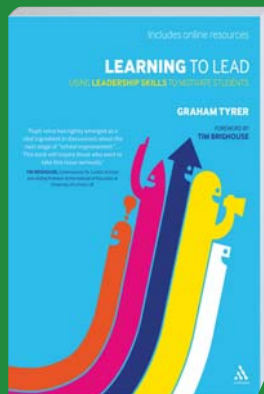
Graham Tyrer
Foreword by Tim Brighouse

'A clever, practical and invaluable approach to enabling students to maximise their potential whilst at school as well as giving them invaluable skills for contributing to, developing and creating supportive and sustainable communities beyond school.' Sarah Hughes, National Literacy Coordinator, Specialist Schools and Academies Trust, UK

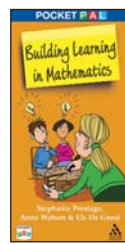
This book contains 50 activities for building confidence and skills in students for leading themselves, others and their communities. It also includes an online resource detailing a plan of 10 workshops incorporating and adapting the activities in the book to fit a mix of learning styles.

Graham Tyrer is headteacher at Chenderit School in Northamptonshire, UK. His experience is in school improvement and national INSET.

February 2010, 208 Pages, 189 x 246mm • PB 978 1 4411 55726 • £24.99



Pocket PAL: Building Learning in Mathematics



Stephanie Prestage, Els De Geest and Anne Watson

'This book is well written, easy to read or dip into – a must for all mathematics teachers' Learning and Teaching Update

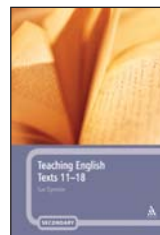
Stephanie Prestage is a lecturer in mathematics education at the University of Birmingham, UK.

Els De Geest is a Research Officer at the University of Oxford, UK, a mathematics consultant at Slough LA, a PGCE tutor for the Open University, UK and an Associate for the Basic Skills Agency.

Anne Watson is Reader in Mathematics Education at the University of Oxford, UK.

2007, 96 Pages, 100 x 200mm • Color Illus 8 • PB 978 1 8553 92281 • £7.99

Teaching English Texts 11–18



Sue Dymoke

'Teaching English Texts 11–18 is an excellent introductory manual for new English teachers...[it] offers readers useful insights into the teaching of texts in the English classroom, and it also provides the reader with an overview of many of the themes, issues and pedagogical concerns of the modern day English teacher.' Learning and Teaching Update

Sue Dymoke explores practical and inclusive ways into teaching many different types of texts. The term 'text' will embrace a variety of texts that are at the heart of the English curriculum and debates about literacy, including scripts and spoken texts, poetry, prose fiction, literary non-fiction, media and multi-modal texts.

Sue Dymoke is a Senior Lecturer and PGCE English course leader in the School of Education at the University of Leicester, UK.

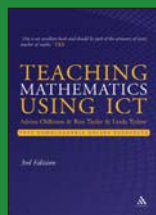
April 2009, 208 Pages, 189 x 246mm
HB 978 0 8264 83584 • £65.00 • PB 978 0 8264 96522 • £19.99

Teaching Mathematics Using ICT

3rd edition

ONLINE RESOURCES

COMING SOON



Adrian Oldknow, Ron Taylor and Linda Tetlow

This fully-updated third edition of *Teaching Mathematics using ICT* incorporates all the most recent developments in mathematics education, including the new QCDA national curriculum and recent Ofsted maths report. The authors also bring the hardware and software sections of the book right up to date, as well as telling you where to find all the best free resources!

The book reflects the shift in focus to personalized learning and cross-curricular approaches, and suggested answers to the reflective questions peppered throughout the text are featured on the book's dedicated website.

Adrian Oldknow is Professor Emeritus at the University of Chichester, UK.

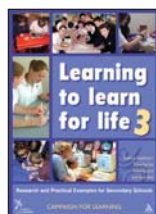
Ron Taylor is Hampshire IEA's math inspector.

Linda Tetlow is a freelance education consultant.

March 2010, 256 Pages, 169 x 244mm • PB 978 1 4411 56884 • £24.99

Learning to Learn for Life 3

Research and practical examples for Secondary Schools



Rebecca Goodbourn, Tricia Hartley, Steve Higgins and Kate Wall

This third book in the *Learning to learn for life* series offers practical examples for everyone interested in developing better schools and lifelong learners, and has a particular emphasis on Key Stages 3 and 4. This book is based on the Campaign for Learning's Learning to Learn in Schools Action Research Project, which is examining how to help

pupils learn most effectively and so give each one the best chance to achieve his or her full potential.

Rebecca Goodbourn is Policy and Research Manager at the Campaign for Learning, UK.

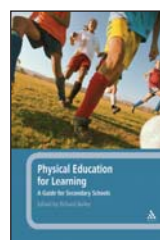
Tricia Hartley is Chief Executive of the Campaign for Learning, UK. Steve Higgins is

Professor of Education at Durham University, UK. Kate Wall is a Senior Lecturer with the Research Centre for Learning and Teaching at Newcastle University, UK.

November 2009, 128 Pages, 210 x 297mm • BW Illus 60
PB 978 0 8264 35934 • £22.99

Physical Education for Learning

A Guide for Secondary Schools



Edited by Richard Bailey

'This book captures the complexity of the learning process in physical education. With contributions from respected authors and physical educators, it is a must for students and a welcome addition to the shelves of physical education departments throughout the country.' Mike Jess, University of Edinburgh, UK

An up-to-date, authoritative and accessible exploration of the knowledge and skills necessary to be an effective teacher of secondary physical education. The central theme of the book is the promotion of learning, and the selection of content has been designed to ensure coverage of the theoretical and practical aspects of effective teaching for learning.

Richard Bailey is a writer and theorist on education and sport.

January 2010, 208 Pages, 189 x 246mm
HB 978 1 4411 87710 • £70.00 • PB 978 1 8470 65025 • £22.99

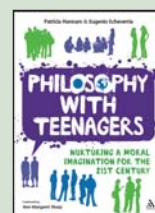
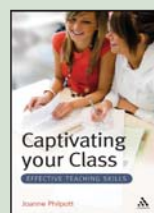
See also

Captivating your Class

page 20

Philosophy with Teenagers

page 34



Resources for Teaching Series

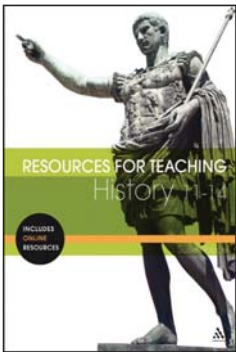
This new series offers complete, curriculum-friendly lesson plans for busy secondary school teachers of various disciplines. Each title includes an assortment of approximately 70 lesson plans designed to motivate and inspire students. Each plan consists of a teacher's sheet, providing:

- the aims and objectives of the lesson
- the materials required
- a lesson starter, main lesson plan and plenary, each with suggested timeframes to help teachers keep inside the parameters of the lesson
- homework ideas
- guidance on how to adapt the activities to make them harder or easier for gifted and talented, or less able pupils.

Each plan also includes a photocopiable, or downloadable student worksheet which corresponds to the teacher's lesson plan, plus online resources including links to useful websites, material to display on the whiteboard and time-saving cheat sheets.

Resources for Teaching History: 11–14

COMING SOON



Susie Hodge

Because teachers have so many things to do, creating new, inspiring lessons can often take a back seat. This book is designed to assist you in providing lesson ideas on everything from the Roman Empire to Martin Luther King. With more than 70 curriculum-linked

lessons suitable for teaching 11–14-year-olds, this fabulously user-friendly resource features activities and teaching strategies based on the latest research and best practice.

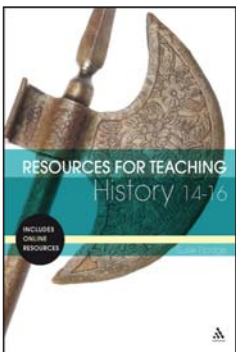
This is an essential resource for all secondary school history teachers: newly qualified, experienced and in training.

Susie Hodge is a secondary school teacher, part time trainer and writer.

April 2010, 208 Pages, 210 x 297
PB 978 0 8264 24556 • £29.99

Resources for Teaching History: 14–16

COMING SOON



Susie Hodge

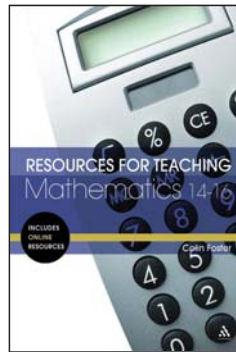
This book is designed to assist you in providing lesson ideas on everything from women's role in WW1 to the Russian Civil War. With more than 70 curriculum-linked lessons suitable for teaching 14–16-year-olds, this user-friendly resource features task-based activities

aimed at supporting and reinforcing your teaching, and promoting pupils' enjoyment of the subject; encouraging their curiosity and imagination and helping them to develop enquiring minds and engage with the past.

April 2010, 208 Pages, 210 x 297mm
PB 978 0 8264 22385 • £29.99

Resources for Teaching Mathematics: 14–16

COMING SOON



Colin Foster

This book contains 70 ready-to-use maths lessons suitable for the new GCSE Mathematics curriculum. The lesson plans contain objectives from both the D-G range and the A*-C range to make them adaptable for different sets or for use in a mixed-ability context.

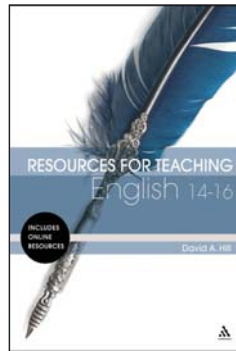
Each lesson consists of a left-hand page for the teacher, outlining the structure of the lesson from a starter through to homework, and a right-hand photocopiable pupil worksheet to provide a setting in which pupils are encouraged to explore alternative methods and to describe and explain their ideas.

Colin Foster is currently a secondary school teacher.

August 2010, 192 Pages, 210 x 297mm
PB 978 0 8264 36030 • £29.99

Resources for Teaching English: 14–16

COMING SOON



David A. Hill

This book contains everything an English teacher could need to engage and captivate their pupils in poetry and prose. The step-by-step lesson plans are easy to adapt to suit individual teachers' needs, and include suggestions for utilising ICT and homework ideas. The

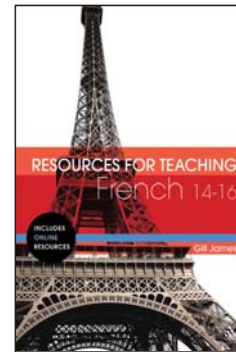
reflective style of the photocopiable worksheets encourages pupils to draw on their own experiences when analysing the issues raised.

David A. Hill has over 40 years' experience in the field of education.

April 2010, 192 Pages, 210 x 297mm
PB 978 0 8264 21005 • £29.99

Resources for Teaching French: 14–16

COMING SOON



Gill James

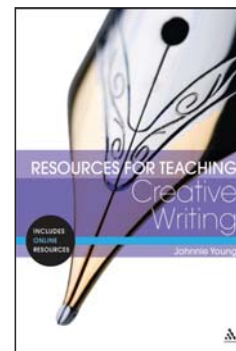
Resources for Teaching French 14–16 provides complete, curriculum-friendly lesson plans for busy secondary school teachers. This resource comprises an assortment of 80 lesson plans designed to motivate and inspire students. Each plan also includes a photocopiable, or

downloadable student worksheet that corresponds to the teacher's lesson plan. Audio files for the listening exercises, and all the worksheets are available online.

Gill James has taught languages for over 20 years, for six of which she was Head of Modern Languages.

February 2010, 192 Pages, 210 x 297mm
PB 978 0 8264 09928 • £29.99

Resources for Teaching Creative Writing



Johnnie Young

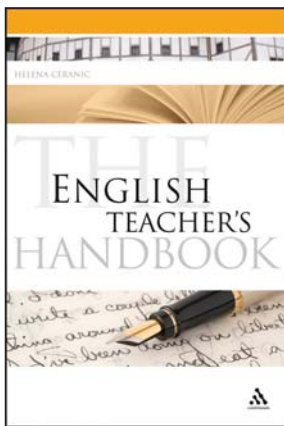
This resource book is designed to engage students in the process of creative writing. Using ideas and activities he has put into practice himself, Johnnie Young guides the teacher through a series of creative lessons designed to stimulate creative thinking.

Each activity is supported by lesson notes, including ideas for starters, plenaries and follow up work as well as a photocopiable worksheet.

Johnnie Young has taught English at Colbayns High School for seventeen years.

October 2009, 152 Pages, 210 x 297mm
PB 978 0 8264 43540 • £29.99

Each title in the new Handbooks series is a comprehensive guide to preparing to teach, teaching with confidence and making the most of assessment in secondary schools. Each handbook contains practical advice for teachers, from working with Teaching Assistants to guidance on continued professional development, as well as plenty of strategies for making lessons stimulating, cross-curricular and fun!



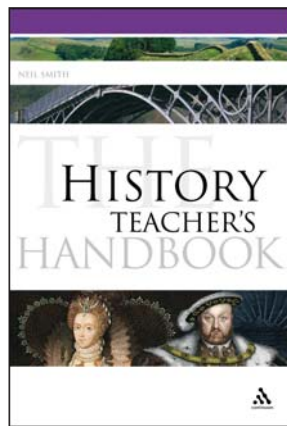
The English Teacher's Handbook

Helena Ceranic

This comprehensive handbook provides you with practical advice on planning and teaching outstanding English lessons; developing effective assessment practices; preparing your own toolkit for teaching speaking and listening, reading and writing; organising English enrichment opportunities; becoming a highly organised and efficient English teacher and understanding the importance of reflecting on your practice. This book is a must for every aspiring and practising English teacher.

Helena Ceranic is Head of English and Teacher Research Coordinator at Bottisham Village College in Cambridgeshire, UK. She has taught English in three secondary schools and has experience of being a Lead English teacher for Essex Local Authority.

April 2009, 176 Pages, 156 x 234mm
PB 978 1 8470 60723 • £19.99



The History Teacher's Handbook

Neil Smith

This comprehensive handbook provides teachers with practical advice on every aspect of teaching history in secondary schools.

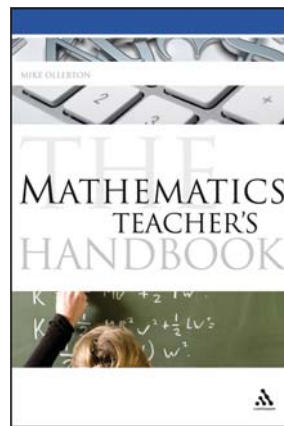
Brimming with imaginative ideas for teaching history across the age ranges, the book is helpfully split into separate sections for teaching ages 11-14 and pupils aged 14-16. Complete with lesson plans, assessment and marking advice, this book contains everything needed to plan effective lessons; develop students' investigative, researching and evaluating skills; plan and facilitate educational visits; and prepare students for coursework and exams.

Whether in training, newly qualified or seasoned professionals, this book is a must for all history teachers.

Neil Smith teaches History and Politics at The Manchester Grammar School, UK. He is also a senior examiner for GCE A Level History and has written A Level textbooks.

May 2010, 192 Pages, 156 x 234mm
PB 978 1 4411 45345 • £19.99

COMING SOON



The Mathematics Teacher's Handbook

Mike Ollerton

'Reading the book made me wish I could start teaching all over again. It is thought provoking with lots of suggestions for new and old teachers alike. I would recommend it as a must to all NQT's, trainees and non specialists.' Teresa Bird, Maths teacher, Burnley, UK

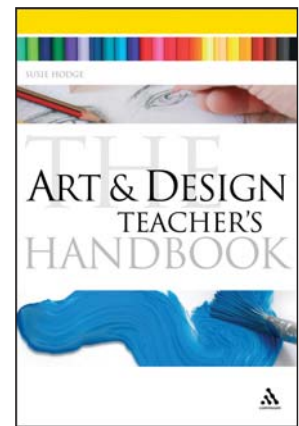
'It has challenged the way I approach, teach, and even think about maths myself. It is great to read a book written with such passion offering suggestions that anyone can try the next day.' Zoë Jagelman, KS2 Teacher, St Michael's CE School Bothel, UK

This comprehensive handbook provides mathematics teachers with practical advice on:

- starting teaching in the mathematics classroom
- developing an effective classroom culture
- understanding the balance between teaching and learning mathematics
- using assessment as an integral part of teaching and learning
- progressing mathematical concept development

Mike Ollerton taught for 25 years in schools and 10 years in teacher training. He is now a freelance consultant.

April 2009, 184 Pages, 156 x 234mm
PB 978 1 8470 60112 • £19.99



The Art and Design Teacher's Handbook

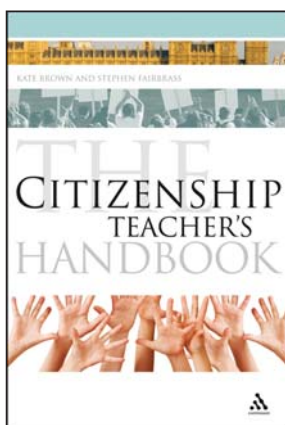
Susie Hodge

This comprehensive handbook provides art teachers with practical advice on planning effective lessons; developing imaginative ideas for teaching art across the age ranges; developing students' creative, technical and critical skills and preparing students for coursework and exams. This book is a must for all secondary art and design teachers, whether still in training, newly qualified or experienced.

Susie Hodge is a secondary school teacher, part time trainer and writer.

May 2010, 176 Pages, 156 x 234mm
PB 978 1 8470 61508 • £19.99

COMING SOON



The Citizenship Teacher's Handbook

Kate Brown and Stephen Fairbrass

'I was engaged and interested throughout...it left me feeling empowered as a new Citizenship teacher.' Harsharan Tung, NQT

Concern about the future of a democratic society is not new. However, the commitment to equip young citizens with the knowledge and skills to enable them to be vigilant, to do something, and to speak up, is. The purpose of Citizenship Education is ultimately to contribute to the continuance and development of just and democratic societies, with vibrant and active engagement of citizens. Citizenship Education is education about democracy, but more importantly it is education for democracy.

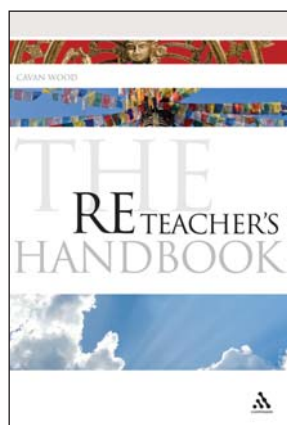
This highly practical and passionate book outlines the essential elements of teaching Citizenship effectively. It covers:

- teaching and learning Citizenship
- planning to teach Citizenship
- implementing whole school initiatives
- assessment in Citizenship education, and much more.

This is essential reading for all those involved in Citizenship Education in secondary schools.

Kate Brown is a humanities teacher at an international school, and consultant on educational resources. Stephen Fairbrass is Senior Lecturer in Citizenship Education and Course Leader for PGCE Citizenship at the University Centre, Bradford College, UK.

May 2009, 192 Pages, 156 x 234mm
PB 978 1 8470 65469 • £19.99



The RE Teacher's Handbook

Cavan Wood

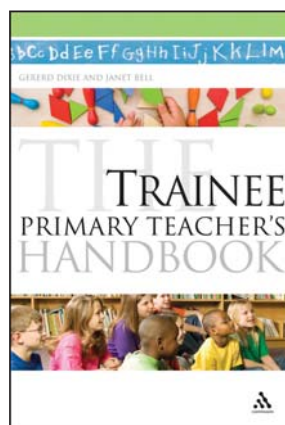
If you are new to teaching religious education or you're an experienced teacher who'd like some creative teaching strategies then this comprehensive handbook is for you. Cavan Wood provides advice on – inspiring students even when they say 'what's the point of learning RE?'

- teaching Christianity and other world religions
- developing students' skills at Key Stages 3 & 4
- preparing students for coursework and exams.

This book is a must for all RE teachers.

Cavan Wood has been a Head of RE since 1993. He has written textbooks on Judaism and Buddhism as well as for the Think RE series. He is a regular contributor to Secondary Assembly File and a reader in the Church of England.

April 2009, 160 Pages, 156 x 234mm
PB 978 1 8470 63854 • £19.99



The Trainee Primary Teacher's Handbook

Gererd Dixie and Janet Bell

This comprehensive handbook has been written for anyone interested in becoming a primary school teacher. The authors draw on their substantial classroom experience to guide you through the entire process, from selecting an Initial Teaching Training provider and putting together your application, to everything you need to know when you start that all important first job.

The book includes practical advice on:

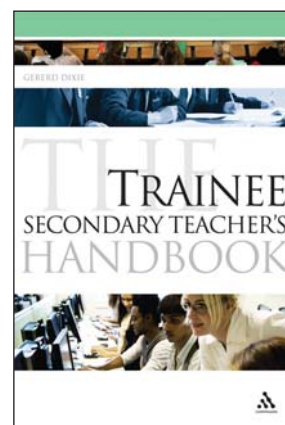
- choosing the right course
- preparing for, and applying for the course
- getting to grips with educational jargon
- making the most of your training programme
- developing effective teaching skills
- looking ahead to your induction year.

This book is a must for anyone interested in becoming a primary school teacher.

Gererd Dixie is an Educational Consultant and Advanced Skills Teacher in Initial Teacher Training. Gererd has over 30 years' experience in teaching, and was a Professional Development Tutor at a comprehensive school for 18 years.

Janet Bell has worked in primary education for 25 years as a teacher, headteacher, adviser and Initial Teacher Trainer.

October 2009, 256 Pages, 156 x 234mm
PB 978 0 8264 18388 • £19.99



The Trainee Secondary Teacher's Handbook

Gererd Dixie

This comprehensive handbook has been written for all those interested in becoming a secondary school teacher. The author offers initial guidance on the 'pros and cons' of choosing teaching as a career before going on to provide advice on how to make a successful application for a place on a training course. The handbook moves on to cover everything you will need to know in order to enjoy a successful training year and ultimately to start that all-important first job. Detailed practical advice is given on:

- finding out whether teaching really is for you
- choosing the right course
- preparing and applying for your training course
- getting to grips with educational jargon
- making the most of your training programme
- succeeding in your teaching practice schools
- looking ahead to your induction year.

This book is a must for anyone interested in becoming a secondary school teacher.

April 2009, 304 Pages, 156 x 234mm
PB 978 1 8470 63090 • £19.99

Getting the Buggers to Behave

Sue Cowley

'...rich and realistic...whether it is control techniques, or the balance between the individual teacher's efforts and the need for a whole-school consistent approach to behaviour, or the difference between meeting a class for the first time and encountering difficulties with a group over a larger period...her advice is practical, sound and interspersed with imaginative ideas that arrest attention.' Tim Brighouse, Times Educational Supplement

'The updated third edition of Getting the Buggers to Behave includes new sections on effective teaching and managing confrontation. The book is well known in the profession...a good recommendation for NQTs.' Pete Henshaw, SecEd

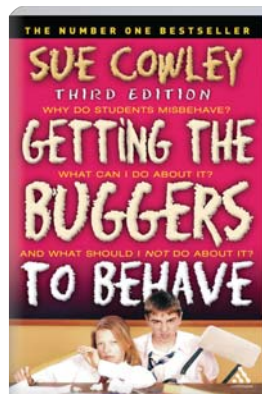
'This book gives you advice on behaviour management that is easily accessible and equally easy to apply. After all, how many of us, snowed under with reports to write and lessons to plan, have time to wade through endless theory? This book provides plenty of information on the basics of behaviour management, lots of tips for controlling your classes, and ideas for managing the physical aspects of the classroom environment. The ideas and advice given are based on common sense observations and strategies that have worked for me. I hope you find this book a useful reference source for your everyday teaching, one that you can turn to for ideas when you need them or to find alternative strategies for dealing with the management of your own class or classes.' Sue Cowley

Sue Cowley is the author of a number of bestselling education and parenting books. She has been a contributor to many teaching publications, including the *TES* and *Junior Education*. She has taught students at both primary and secondary level, in the UK and overseas. She now works as an educational writer, trainer and presenter.

2006, 272 Pages, 138 x 216mm • PB 978 0 8264 89128 • £16.99

BESTSELLER

3rd edition



Getting the Buggers Fit

2nd edition

Lorraine Cale and Joanne Harris

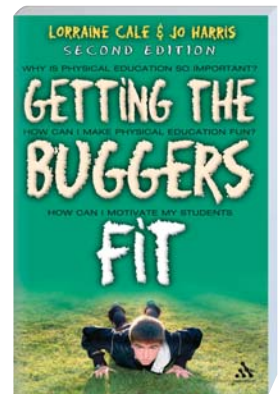
This is a fully up-dated second edition of the successful guide that provides teachers with a range of practical strategies to motivate pupils of all ages to be more active.

Lorraine Cale and Jo Harris explore the kind of things that turn young people on and off in their PE lessons, focusing on different aspects of the PE curriculum, including athletics, gymnastics and team games. They suggest how to involve the whole school in sporting activities and include advice on encouraging students to be more healthy in general.

Brimming with useful tips and inspirational advice on every aspect of PE teaching, this book will prove essential reading for PE teachers everywhere.

Lorraine Cale and Jo Harris are both senior lecturers in the School of Sport and Exercise Sciences at Loughborough University, UK. Lorraine is Director of PE teacher education and Jo is Director of teacher education.

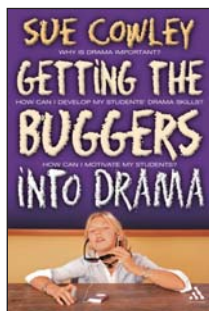
March 2009, 240 Pages, 138 x 216mm • PB 978 0 8264 99790 • £16.99



Getting the Buggers in Tune

Ian McCormack and Jeanette Healey

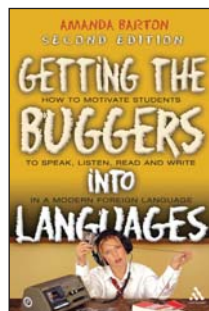
2008, 192 Pages, 138 x 216mm
PB 978 0 8264 94399 • £16.99



Getting the Buggers into Drama

A Practical Guide to Teaching Drama
Sue Cowley

2007, 208 Pages, 138 x 216mm
PB 978 0 8264 97581 • £16.99



Getting the Buggers into Languages

Amanda Barton

2nd edition

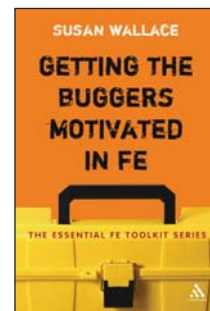
2006, 192 Pages, 138 x 216mm
PB 978 0 8264 89135 • £16.99



Getting the Buggers into Science

Christine Farmery

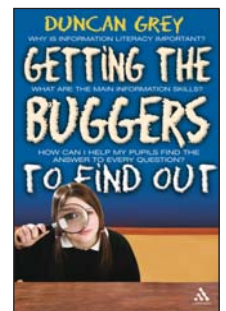
2005, 224 Pages, 138 x 216mm
PB 978 0 8264 73974 • £16.99



Getting the Buggers Motivated in FE

Susan Wallace

2007, 166 Pages, 138 x 216mm
PB 978 0 8264 92494 • £16.99



Getting the Buggers to Find Out

Information Skills and Learning
How to Learn
Duncan Grey

2008, 224 Pages, 138 x 216mm
PB 978 0 8264 99738 • £16.99

Getting the Buggers to Learn

Duncan Grey

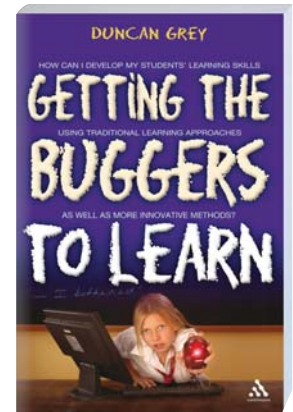
'provides an excellent synopsis of a range of different aspects of student learning ... a thorough and thought-provoking book ...' TES

'If I had to choose just one book to teach best practice for learning across the curriculum, then Getting the Buggers to Learn would be a hot contender. It is also an excellent resource for any thinking skills programme ... I wish I had had access to this book when I developed a research model for students at my school ... The book is clearly structured and sequenced [and] it is easy to navigate your way round and find information quickly ... Don't walk, run to your local bookshop and order a copy of this book immediately.' A Teacher review

The new edition of this successful book is an invaluable guide for teachers, containing a variety of strategies to develop students' learning skills. Covering everything from traditional learning approaches to more innovative methods, such as how technology and the media can be used to great effect, Duncan Grey writes accessibly and entertainingly. Brimming with top tips and innovative advice, this book will prove extraordinarily helpful to teachers everywhere. This edition features fully-updated sections on assessment, teaching and learning styles and thinking skills.

Duncan Grey is an educational consultant and experienced teacher. He is the author of the best-selling 100+ *Essential Lists for Teachers* and *Grey's Essential Miscellany for Teachers*, both published by Continuum.

August 2009, 216 Pages, 138 x 216mm • PB 978 1 8470 61195 • £16.99



2nd edition

Getting the Buggers to Add Up

Mike Ollerton

2nd edition

2006, 264 Pages, 138 x 216mm
PB 978 0 8264 89142 • £16.99

Getting the Buggers to Learn in FE

Dealing with the Headaches and Realities of College Life

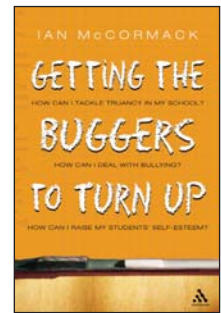
Angela Steward

2008, 152 Pages, 138 x 216mm
PB 978 0 8264 95679 • £16.99

Getting the Buggers to Turn Up

Ian McCormack

2005, 176 Pages, 138 x 216mm
PB 978 0 8264 73325 • £18.99



Getting the Buggers to do their Homework

Julian Stern

2nd edition

January 2009, 144 Pages, 138 x 216mm
PB 978 0 8264 99806 • £16.99

Getting the Buggers to Read

Claire Senior

2nd edition

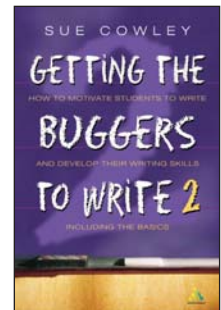
2008, 216 Pages, 138 x 216
PB 978 1 8470 60570 • £16.99

Getting the Buggers to Write

Sue Cowley

2nd edition

2004, 240 Pages, 138 x 216mm
PB 978 0 8264 73141 • £16.99



Getting the Buggers to Draw

Barbara Ward

2003, 176 Pages, 138 x 216mm
PB 978 0 8264 69298 • £17.99

Getting the Buggers to Think

Sue Cowley

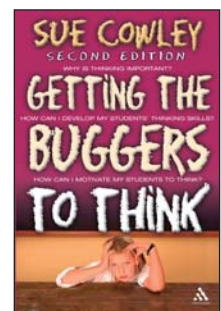
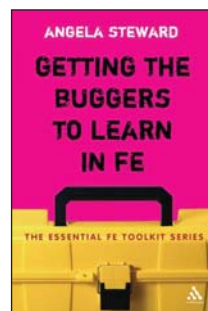
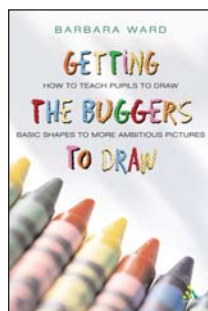
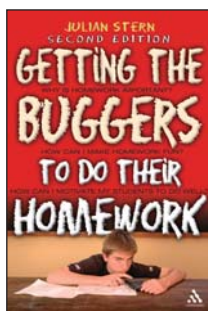
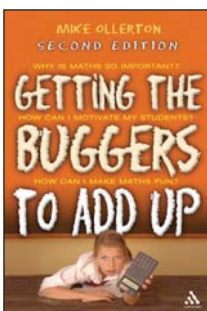
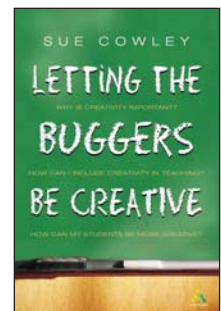
2nd edition

2007, 224 Pages, 138 x 216mm
PB 978 0 8264 92814 • £16.99

Letting the Buggers Be Creative

Sue Cowley

2005, 160 Pages, 138 x 216mm
PB 978 0 8264 73349 • £16.99



Continuing Your Professional Development in Lifelong Learning

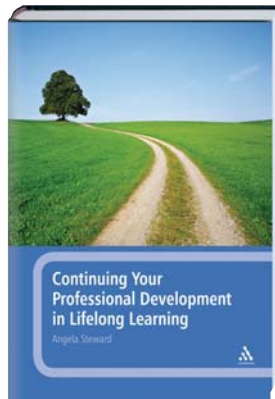
Angela Steward

This book offers ideas for fulfilling professional standards and developing constructive practice through your workload, rather than investing time and money taking external courses and training activities. Through case examples of experienced and successful teachers, and through the promotion of constructing professional knowledge and relationships, this book addresses Lifelong Learning UK standards for Qualified Teacher Learning and Skills (QTLS), and introduces the idea that there is an opportunity for every teacher to develop their role long-term through critical reflection and evaluation of workloads.

Continuing Your Professional Development in Lifelong Learning is ideal for those teaching or training to teach in the FE sector, including teachers, tutors, trainers, lecturers and instructors.

Angela Steward has taught for over thirty years in the FE sector. She currently teaches Education Studies at the Centre for Continuing Professional Development at City College Norwich, UK. Angela is also a consultant for the East of England Centre for Excellence in Teacher Training and a fellow of the Institute for Learning.

October 2009, 272 Pages, 189 x 246mm
HB 978 0 8264 25164 • £85.00 • PB 978 0 8264 45872 • £27.99



Survival Guide for College Managers and Leaders

David Collins

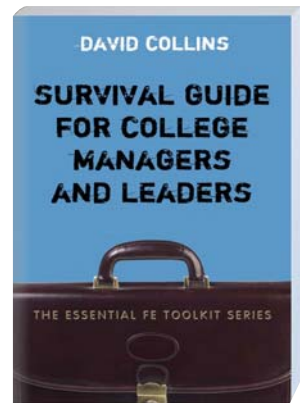
'This is intended to be a practical handbook on every aspect of running a college, and this author would seem well-qualified to write it.' The Teacher Trainer

'The Survival Guide for College Managers and Leaders is a distillation of the key skills and attitudes that you will need to possess if you are to survive and indeed thrive in such a situation. It highlights examples of good, bad and questionable practice from college leaders and managers of all ages. It is a handbook of practical advice and tried and tested approaches to the many problems and challenges that you are likely to face.' David Collins CBE

This is the definitive survival guide to leading and managing a FE College for College Leaders and Senior Managers. The tremendously experienced and successful College Principal, David Collins, covers every aspect of running a College, from shaping the organisation and communicating a vision to planning and marketing the programme right through to dealing with people and improving quality. Accessibly and engagingly written, and packed with real-life examples, this book will prove essential reading for ambitious senior staff in the FE sector.

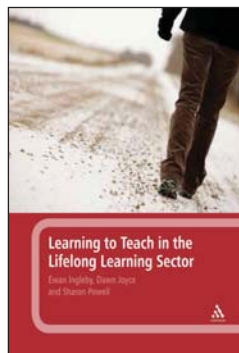
David Collins is Principal/Chief Executive of South Cheshire College, UK. He has just recently been made a CBE for services to Further Education.

2006, 144 Pages, 138 x 216mm • BW Illus 10 • PB 978 0 8264 90810 • £24.99



Learning to Teach in the Lifelong Learning Sector

COMING SOON



Ewan Ingleby, Dawn Joyce and Sharon Powell

This textbook is a complete guide to achieving QTLS. Key themes of teaching and learning are explored in the context of the lifelong learning sector, showing how these two processes are inextricably linked and how to apply these theories to practice. Each chapter contains:

- a map showing links to QTLS standards
- formative activities to encourage practical application of the chapter content
- case studies providing real-life examples

- self-assessment questions enabling readers to test their knowledge and understanding
- further reading references for those wishing to explore the themes in greater depth.

This textbook is essential reading for anyone training to teach in the lifelong learning sector.

Ewan Ingleby is Senior Lecturer in Education at the University of Teesside, UK.

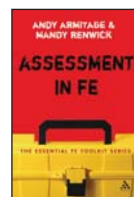
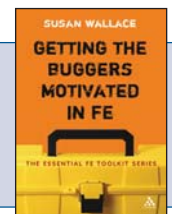
Dawn Joyce is Programme Leader for the PGCE programmes at University of Teesside, UK. She specialises in Post-Compulsory Education and Continuing Professional Development.

Sharon Powell is Principal Lecturer for Collaborative Provision at the University of Teesside, UK.

November 2010, 176 Pages, 246 x 189mm PB 978 1 4411 82968 £19.99

See also

Getting the Buggers Motivated in FE
page 16



Assessment in FE

A Practical Guide for Lecturers

Andrew Armitage and Mandy Renwick

2008, 136 Pages, 216 x 138mm • PB 978 0 8264 8738 4 • £17.99



How to Teach in FE with a Hangover

A Practical Survival Guide

Angela Steward

2007, 104 Pages, 216 x 138mm • PB 978 0 8264 9566 2 • £14.99



Ultimate FE Leadership and Management Handbook

Jill Jameson and Ian McNay

2007, 296 Pages, 216 x 138mm • PB 978 0 8264 9012 4 • £27.99

Building Classroom Success

Eliminating Academic Fear and Failure

Andrew Martin

'There has long been a need for a text aimed at teachers which explores the implications of research on academic self-concepts for classroom practices. Andrew Martin's book meets that need in the authoritative fashion that would be expected from one of the world-leading researchers in the field.' Andrew Tolmie, Institute of Education, University of London, UK

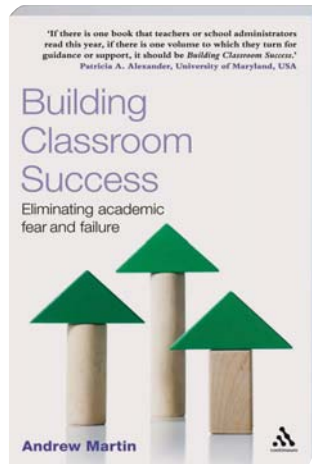
'In this invaluable resource, Dr. Martin has not only vividly captured the complex dilemmas facing today's learners and teachers, but he has also offered empirically sound recommendations and thoughtful guidance for dealing effectively with those dilemmas.' Patricia A. Alexander, Professor, University of Maryland, USA

'...up-to-date advice and guidance on how to deal with some of the most difficult and pervasive classroom issues facing teachers and schools today ... I highly recommend this excellent volume to teachers, teacher educators, trainee teachers, school executives, parents and education departments.' Kit-Tai Hau, Chair Professor of Educational Psychology, University of Hong Kong, Hong Kong

Fear and failure pervade many students' academic lives. Rather than respond in constructive and courageous ways, these students often engage in avoidant, self-defeating, and helpless behaviours. This book examines these counterproductive responses and suggests successful practices educators can adopt to help students respond in more positive and productive ways.

Andrew Martin is a Registered Educational and Child Psychologist and Professor of Educational Psychology at the University of Sydney, Australia.

January 2010, 240 Pages, 138 x 216mm • PB 978 1 8470 65605 • £16.99

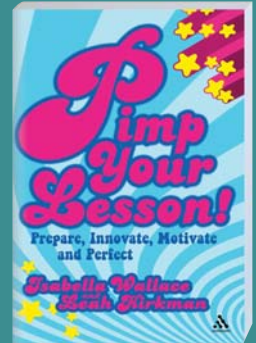


BESTSELLER

Pimp your Lesson!

Prepare, Innovate, Motivate and Perfect

Isabella Wallace and Leah Kirkman



'[An] inspiring book, Pimp Your Lesson! does exactly what its subtitle suggests: 'Prepare, Innovate, Motivate and Perfect'... [it] is accessible and entertaining both for busy teachers who need to dip in for a nugget of advice or for those who wish to read a more thorough overview of a specific educational initiative.' Music Teacher

'Prepare, Innovate, Motivate and Perfect'... [it] is accessible and entertaining both for busy teachers who need to dip in for a nugget of advice or for those who wish to read a more thorough overview of a specific educational initiative.' Music Teacher

'No board marker is left unturned in this down-to-earth, yet pull-out-all-the-stops, practical guide to making teaching and learning outstanding in every aspect... Highly recommended for all teachers and trainee teachers.' Sue Howarth, SSR

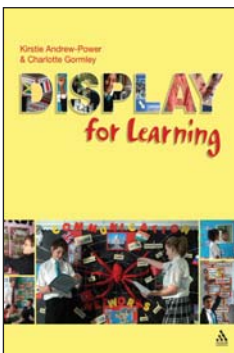
'No board marker is left unturned in this down-to-earth, yet pull-out-all-the-stops, practical guide to making teaching and learning outstanding in every aspect... Highly recommended for all teachers and trainee teachers.' Sue Howarth, SSR

Isabella Wallace is an Advanced Skills Teacher, working in the secondary sector.

Leah Kirkman is an experienced teacher, working in the secondary sector.

2007, 156 Pages, 138 x 216mm
PB 978 0 8264 96539 • £14.99

Display for Learning



Kirstie Andrew-Power and Charlotte Gormley

'In a practical and engaging style Kirstie and Charlotte, both experienced teachers and managers, show us just what is possible for Key Stage 3, 4 and 5 as well as 1 and 2. They realistically and creatively explore the potential of every space in the school and reveal to us exactly how we can enrich learning by enhancing environments. This book will help you give your school the best first impression possible.' Mike Fleetham, Educational Consultant, www.thinkingclassroom.co.uk

Kirstie Andrew-Power is Head of Achievement at the Specialist Schools and Academies Trust. Kirstie leads the 'Every Child Achieves' network of over 700 schools.

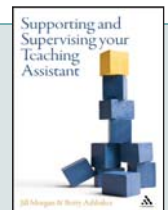
Charlotte Gormley is Deputy Head teacher at The Compton School, UK.

March 2009, 112 Pages, 210 x 297mm • BW Illus 66, Color Illus 16 • PB 978 1 8553 94506 • £19.99

Also available in this area are:

Supporting and Supervising your Teaching Assistant
page 38

Effective Learning
page 6



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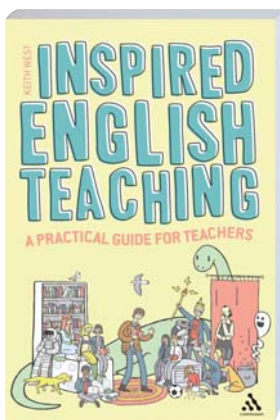
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Making Lessons More Engaging!

Inspired English Teaching

ONLINE RESOURCES

COMING SOON



A Practical Guide for Teachers

Keith West

What messages are you sending to your class? 55% of communication occurs through our body language, 38% from the tone, speed and inflection of our voice and a mere 7% from what we're actually saying!

Inspired English Teaching will help you to use your voice, facial expressions and movement to assert your authority in the classroom, make the boring bits that you have to do fun and get great results from your students.

This book also contains 20 ready-to-use lesson plans that will excite, intrigue and entertain your secondary English class.

Keith West has taught English for over 30 years. He was head of English in two secondary comprehensive schools and is OFSTED and ESTYN trained.

May 2010, 176 Pages, 156 x 234 • PB 978 1 4411 41347 • £16.99

Captivating your Class

Effective Teaching Skills

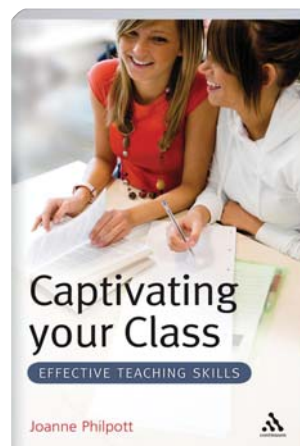
Joanne Philpott

'Joanne Philpott's very approachable 184 pages of advice, guidance, suggestions and self-reflective questions is timely. Based evidently on a wealth of personal experience and her insights into other's practice, Philpott provides a rich smorgasbord of practical support for colleagues.'
The Higher Education Academy

This essential handbook offers practical approaches to teaching in an Advanced Level classroom, this includes AS, A2 and all level 3 equivalents as well as the International Baccalaureate and other post-16 qualifications. It is primarily designed to give confidence to teach in a way that encourages students to enjoy learning in lessons in a purposeful way.

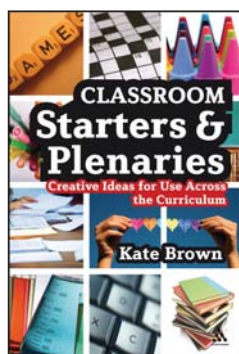
Joanne Philpott is an Advanced Skills Teacher at an A Level college in Norfolk, UK. She specialises in Assessment for Learning and Gifted and Talented.

February 2009, 184 Pages, 138 x 216mm • PB 978 1 8470 62673 • £17.99



Classroom Starters and Plenaries

Creative Ideas for Use Across the Curriculum



Kate Brown

'I have on my "to do" list a need to develop further the range of plenaries I use and I need to look no further!' The Higher Education Academy

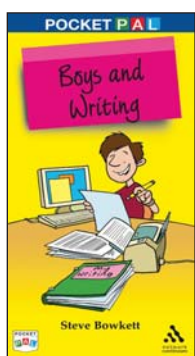
'It's full of jolly games and gimmicks for teachers who want to stay in work.' SecEd

This book provides teachers with a wide range of suggestions: from individual to whole-class activities, from the energetic to the sedate, and from technical ideas that involve some planning to those which can be used straight out of the book.

Kate Brown is a humanities teacher at an international school, and consultant on educational resources.

June 2009, 144 Pages, 156 x 234mm
PB 978 1 8470 65452 • £10.99

Pocket PAL: Boys and Writing



Steve Bowkett

'Boys and writing is a topic likely to interest any teacher ... This compact book provides a wealth of ideas on how to motivate and engage both genders ... A handy reference book for any teacher of writing.'
Learning and Teaching Update

Steve Bowkett taught English for 18 years in Leicestershire

and is now a full-time writer, storyteller and educational consultant.

2006, 96 Pages, 100 x 200mm
BW Illus 20, Color Illus 7
PB 978 1 8553 91086 • £7.99



For ways to make your lesson plans more exciting take a look at our [Resources for Teaching](#) series on page 13

Pocket PAL: Making Learning Fun



University of the First Age

Packed full of activities that will revitalize teaching, this guide introduces the work of the University of the First Age, from ideas for icebreakers and starters to information and activities for out of school hours, summer challenges and super learning days. It includes

• brilliant ways to encourage teamwork

- imaginative games and challenges
- masses of ideas for learning beyond the classroom.

The University of the First Age explores imaginative approaches to training in order to engage teachers and other professionals, parents, carers, community organisations and businesses in transforming their own learning practice.

2006, 96 Pages, 100 x 200mm
PB 978 1 8553 91062 • £7.99

Making use of ICT

Homo Zappiens

Growing up in a digital age

Wim Veen
and Ben Vrakking

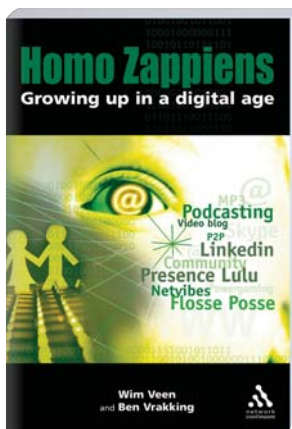
'This is a very lively read with plenty of bits you'll be quoting to your friends and colleagues.' Learning and Teaching Update

This innovative book provides a positive view on what new generations of learners can bring to schools, giving suggestions on how to adapt teaching practices for a society where dealing with knowledge is a matter of negotiation and creativity.

Wim Veen is head of Education & Technology at Delft University of Technology in the Netherlands, where he is researching new concepts for learning and the changing pedagogy that comes with the uses of ICT in education. He is a consultant for educational institutions as well as for private companies and government authorities.

Ben Vrakking is a postgraduate research student in Systems Engineering, Policy Analysis and Management at Delft University of Technology, the Netherlands. He is particularly interested in (strategic) change processes and, more recently, learning, which is one of the most basic and fundamental mechanisms for coping with change.

2006, 160 Pages, 156 x 234mm • PB 978 1 8553 92205 • £15.99



Sounds Like a Good Idea

Using audio technology in the classroom

Mike Kinnaird

'This book is an accessible guide and a powerful tool for teachers to include in their 21st century toolkit.' Education Today

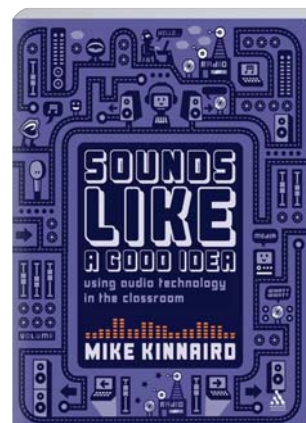
There is a need to motivate and in some cases re-engage students who feel disconnected from today's classroom – it does not speak in their language or culture, or communicate to them in a way that seems natural. They are the mp3, mobile phone generation, used to bits of on-demand information. Equally, they are lacking in the speaking and listening skills vital for future economic life; the skills so long regarded as 'soft skills' that form the basis of any job interview.

This book gives practical advice to teachers on how to use audio in the classroom across the curriculum and put audio as used today into context. Anyone can record audio – it's how you do it that transforms ordinary into extraordinary.

The author draws on his own experience with classroom trials from the UK and China, as well as case studies and contributions from academics, consultants and broadcasters.

Mike Kinnaird teaches audio/media studies in an 11 to 18 school and is a part time lecturer at a university. He provides audio materials to the Specialist Schools and Academies Trust and has advised the trust on the use of audio to create international networks. He is currently advising the London Centre for Leadership in Learning, and is a member of Skillset East Midlands Education Focus Group. He continues to present and produce programming for BBC Local Radio, and has contributed to most BBC local stations and the networks, including Today, World at One, World this Weekend, Radio 4, Newsbeat, Radio One, Drivetime and Five Live. Mike is online at <http://mikekinnaird.podomatic.com/>

2008, 160 Pages, 189 x 246mm • BW Illus 10 • PB 978 1 8553 94483 • £24.99



101 Essential Lists for Using ICT in the Classroom

George Cole

This excellent book explains things clearly and concisely, in easy-to-understand chunks. Even those who have felt totally lost in the minefield of modern technology will have no problem at all

understanding George's advice. An absolute must-have for teachers troubled by technology and competent ICT users alike.

Lists range from the practical and thoughtful to the wacky and innovative and cover a wide range of topics, such as:

- understanding the basics
- using ICT effectively in the Classroom
- great ICT ideas for a wide variety of subjects across the curriculum.

George Cole was a science teacher for thirteen years. He is now a full-time freelance writer specialising in technology. He regularly contributes to the *TES*, *The Guardian*, *Educational Computing and Technology* and *Education Marketplace*.

2006, 120 Pages, 198 x 129mm • PB 978 0 8264 8869 • £11.99

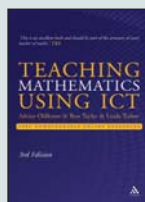


Also available in this area are:



Primary Schools and ICT - see page 11

'A readable and convincing assessment of where ICT currently sits in primary education linked to some thoughtful proposals for change which, significantly, involve allowing pupils a greater say in primary ICT.' Trevor Millum, consultant on writing and ICT for NATE, UK



Teaching Mathematics Using ICT 3rd Edition - see page 12

'This is an excellent book and should be a part of the armoury of every teacher of maths.' TES

This fully-updated third edition incorporates all the most recent developments in mathematics education, including the new QCDA national curriculum and recent Ofsted maths report.



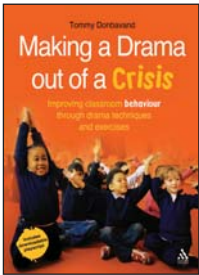
Dyslexia in the Digital Age - see page 31

'Written in a clear and accessible style, the book (and the accompanying web-based resources) will be an important resource for students with dyslexia and dyslexia specialists in all inclusive education settings.' Professor Maggie Snowling University of York, UK

Making a Drama out of a Crisis

Improving classroom behaviour through drama techniques and exercises

ONLINE RESOURCES



Tommy Donbavand

The author gives dozens of unique drama exercises and games that can be used right across the primary age range to calm tempers, stop restlessness and regain the attention of unruly pupils. Exercises and games include The Hamster's Underpants, which is designed to stop fidgeting instantly, and The Bottle Ale Rascal, which puts an end to rudeness and bad language in the classroom once and for all.

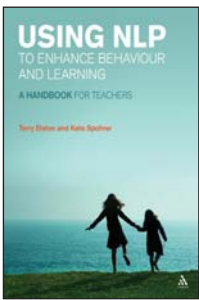
Focusing on everyday areas of classroom conduct such as fighting, jealousy, concentration, bad language and lapses of attention, this book is packed with tried-and-tested theatre-based games and exercises. The outcome will help modify students' behaviour using exercises which readily fit with the UK Primary Strategy.

Tommy Donbavand has written for and entertained children professionally for over 20 years.

April 2009, 160 Pages, 189 x 246mm • PB 978 1 8553 94469 • £19.99

Using NLP to Enhance Behaviour and Learning

A handbook for teachers



Terry Elston and Kate Spohrer

NLP offers a ground-breaking method of communication that helps people master the way they think and feel. Many problems arise in classrooms because of inadequate rapport between student and teacher, and between parent and teacher. NLP can assist all who work in classrooms to master ways of creating excellent rapport and understanding.

The authors take the reader through the background theory of NLP and provide a wealth of practical guidance on how to incorporate it into classroom practice. It will help all teachers to improve the lives of their students they teach or support as well as their own.

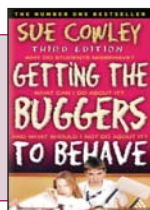
Terry Elston is an international NLP trainer.

Kate Spohrer is a Behavioural Consultant, ADHD Family Coach and Trainer and an NLP Master Practitioner.

August 2009, 168 Pages, 189 x 246mm • BW Illus 15 • PB 978 1 8553 94438 £19.99

See also

Getting the Buggers to Behave – 3rd edition page 16



See also **Meeting the Needs of Disaffected Students** on page 32.

Dear Tom...

The straight-talking guide to behaviour management in the classroom

COMING SOON

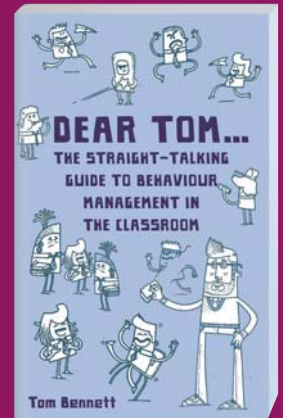
Tom Bennett

Teaching isn't all about teaching; new teachers quickly realise that they need to be lion tamers too. Controlling a class isn't something that comes naturally to everyone – but it can be learned.

This no-nonsense guide tells teachers what the teacher training didn't, and offers instant strategies for dealing with the most common, and extreme, classroom scenarios using the simple agony uncle question and answer format. Using his experiences of teaching in inner-city schools, as Behaviour Guru on the *TES* advice forum and working as a nightclub bouncer, Tom Bennett helps teachers, old and new, to assert their authority in the classroom.

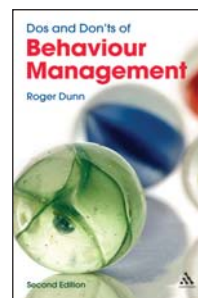
Tom Bennett is the Behaviour Guru on the *TES* advice forum, and a teacher at Raines Foundation-an innercity state secondary school in London, UK. Tom is Head of Humanities, Religious Studies and Philosophy.

August 2010, 256 Pages, 138 x 216mm • PB 978 1 4411 28607 • £16.99



Dos and Don'ts of Behaviour Management

2nd edition



Roger Dunn

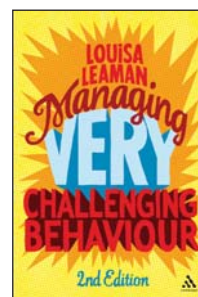
The down-to-earth *Dos and Don'ts of Behaviour Management* is an upbeat and practical guide for all those new to teaching. Whether you are a trainee or NQT, this book is essential reading. Containing advice on all aspects of behaviour management, this book covers problems such as managing 'problem' pupils and dealing with a classroom 'riot'. New topics covered in this edition include avoiding confrontation and the use of humour, empathy and common sense.

Roger Dunn has been a teacher for over 36 years and is currently Director of Behaviour at Eastbourne Church of England Academy in Darlington, UK. He recently completed an MSc in Educational Leadership.

March 2009, 192 Pages, 138 x 216mm • PB 978 0 8264 93903 • £14.99

Managing Very Challenging Behaviour

2nd edition



Louisa Leaman

'A worthwhile, helpful book with accessible text and a strong emphasis on turning negative situations into positive ones for all concerned in the educational arena.' The Teacher

This new and updated edition of *Managing Very Challenging Behaviour* is brimming with practical, tried-and-tested guidance for dealing with difficult and disruptive behaviour in schools. With sage advice on how to tackle negative attitudes and ways to engage parents and guardians, this accessible book uses a unique approach to encourage teachers to reflect on their own practice and stay positive when things get tough.

Louisa provides a comprehensive framework for dealing with the full spectrum of challenging behaviour. This edition expands on the popular original, with new sections on topical issues such as dealing with gang culture, understanding group dynamics and useful suggestions for coping with stress.

Louisa Leaman is combines teaching part time with writing, lecturing and training.

October 2009, 144 Pages, 138 x 216mm • PB 978 0 8264 38775 • £14.99

Will Thomas



WILL THOMAS, leading education coach, trainer and author of *Coaching Solutions*, is infectiously passionate about the development of cutting-edge approaches to learning in schools. Will says 'Coaching is a powerful vehicle for developing emotional intelligence (EI) in our learners and for enhancing the quality of professional reflection amongst educators. With our society becoming more individual-centred, emotional literacy is vital to revive and grow our children's sense of compassion and community.' He goes on to say 'Without emotional well-being children and adults cannot thrive as learners and do not perform to their potential. Developing an EI culture in our schools and colleges is the answer. I love the simplicity and common sense of the title *Emotional Intelligence* (page 30) by Steve Bowkett, in The Continuum Pocket PAL series. This title is a great practical guide to building emotionally literate learners and colleagues.'

Visit Will's website: www.visionforlearning.co.uk for further information.

2nd edition

ONLINE RESOURCES

Coaching Solutions

Practical Ways to Improve Performance in Education

Will Thomas and Alistair Smith

'I would challenge anyone involved in education to resist exploring the power of coaching after reading this.'

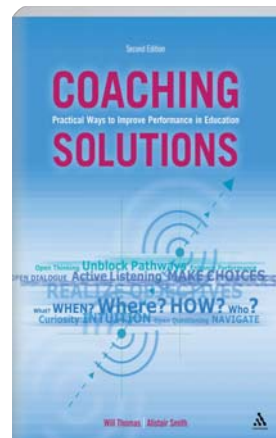
Elinor Wilde, Educational psychologist and coach

Coaching Solutions offers practical tools to help individuals, teams and organizations secure the improvements they want. The book is for: • teachers who want a way of better understanding and motivating the hard-to-reach managers who want to help their team reclaim the agenda • leaders who want an institutional focus that will bring energy to the system • parents who have a reluctant youngster at home.

Coaching Solutions contains sections on: * What is coaching? • How do you coach? • Where do you begin with coaching? • How could you develop a coaching organization? It provides dialogues and case studies and cites evidence of success. There are examples of schools using coaching successfully to bring about change, together with masterclasses at the end of every chapter.

Will Thomas is a performance coach and trainer.

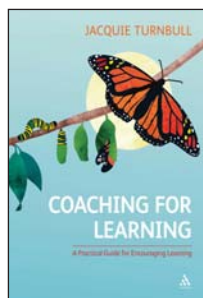
Alistair Smith is a leading trainer in modern learning methods.



October 2009, 240 Pages, 189 x 246mm • BW Illus 20 • PB 978 1 8553 94407 £24.99

Coaching for Learning

A Practical Guide for Encouraging Learning



Jacqui Turnbull

Personalised learning is now widely regarded as a realistic and effective response to the diverse and fast-changing nature of life and work in the 21st century. Coaching has emerged as the key tool in personalised learning – and has been widely adopted as a strategy for

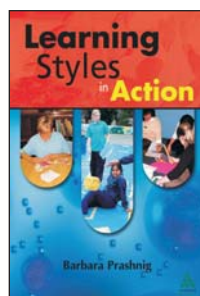
enhancing life and improving work effectiveness in both schools and businesses.

This is a practical and topical guide designed to help teachers and support staff in schools maximise the benefits of coaching for learning. Jacqui Turnbull, an acknowledged expert in coaching, shows how coaching can transform the learning process in schools. Accessibly written and packed with real-life examples and practical exercises, this the definitive guide to coaching for teachers everywhere.

Jacqui Turnbull, Deputy Chair of the GTC (Wales, UK) and Chair of an FE College.

April 2009, 224 Pages, 189 x 246mm • BW Illus 9
PB 978 1 8470 61065 £19.99

Learning Styles in Action



Barbara Prashnig

In this practical guide to learning styles, Barbara Prashnig explains how to implement personalized learning in real and varied contexts: what to do and what to avoid, and how to combine learning styles with your existing teaching methods to enhance curriculum delivery.

Each of the 24 chapters describes a particular aspect of style diversity and how to apply it in different situations – from nursery to university, from homework to exams, to sports coaching and sustaining change programmes in schools.

Specially designed to be ultra user-friendly, *Learning Styles in Action* enables anyone to easily find out not only what personalized learning is all about but also how to make it happen.

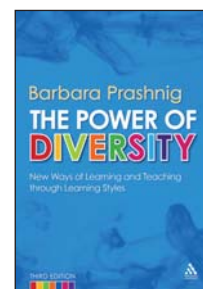
Barbara Prashnig is an educator and trainer. She founded the Creative Learning Company.

2006, 208 Pages, 210 x 297mm
PB 978 1 8553 92083 • £27.99

The Power of Diversity

3rd edition

New ways of Learning and Teaching through Learning Styles



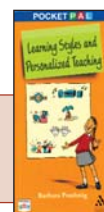
Barbara Prashnig

'I love this book. It delivers a vital message of hope that is desperately needed by millions of students and parents around the world. Those are the millions who are stupidly and wrongly condemned to fail at school when they can just as easily succeed.' Gordon Dryden, co-author of *The Learning Revolution*

The Power of Diversity has been written to help people discover their preferred way of learning and in turn to help them to succeed in life.

Designed as an easy-to-read workbook, *The Power of Diversity* introduces the concept of learning styles and explains the important part these play in the new learning revolution in education, business and sport.

2008, 384 Pages, 169 x 244mm
PB 978 1 8553 94414 • £29.99



See also
Learning Styles and Personalized Teaching page 26

Accelerated Learning: A User's Guide

BESTSELLER

Alistair Smith, Mark Lovatt and Derek Wise

'Accelerated Learning – A User's Guide should be required reading for all teachers at every level and a compulsory text in Initial Teacher Training'. Mark Hewlett, Centre for the Study of Comprehensive Schools, UK.

This bestselling book supersedes *Accelerated Learning in the Classroom*, Alistair Smith's original guide to this highly successful teaching method. Here, three authors have used their combined experience to write an accessible, practical guide that brings the research right up to date. Their message is clear: 'take the ideas and turn them into your own success story'. It includes:

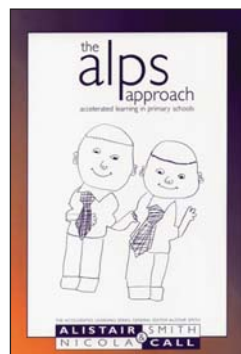
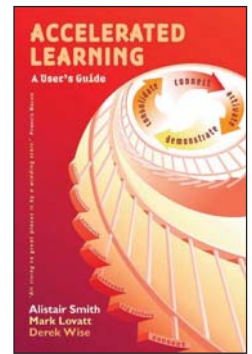
- A new, updated Accelerated Learning Cycle
- An outline of why accelerated learning works
- Ways to integrate new technologies
- Approaches to staff development
- Practical activities for each stage of the cycle
- How to work in groups
- Independent learning and problem solving
- Guidelines on how to get started

Alistair Smith is a leading trainer in modern learning methods and his techniques are used with startling success by thousands of teachers and parents in the UK and abroad. He is the chairperson of Alite; a company he founded to work in the field of motivation, learning and training. Alistair has written award-winning books, featured on radio and television programmes, and spoken at conferences internationally. He is also the author of PAL, the web-based parent learning programme, and is one of a handful of management coaches who work in professional football.

Mark Lovatt is Head of Science and Learning Co-ordinator at Cramlington Community High School in Northumberland, UK. He has spent considerable time and energy researching, adapting and applying the ideas of accelerated learning to his subject. Mark's energy and enthusiasm is evident from the plaudits his training events receive.

Derek Wise is Headteacher of Cramlington Community High School in Northumberland, UK. Derek has been a Deputy Headteacher in two inner city schools and has been the director of an Education Action Zone. He is well respected locally and nationally for his energy and interest in learning innovation and for his championing of comprehensive education.

2003, 216 Pages, 210 x 297mm • PB 978 1 8553 91505 • £24.99



The ALPS approach

Accelerated learning in primary schools

Alistair Smith and Nicola Call

Accelerated Learning in Primary Schools takes the research completed by Alistair Smith together with the practical methods developed by Nicola Call and presents them in an easy-to-follow model. This book contains hundreds of practical examples of success. The ALPS Method™ will show anyone who works in primary classrooms how to motivate, stimulate and inspire the children in their care. *The ALPS Approach* includes:

- How to design your day
- A model for motivating every child
- Target setting that works
- Music and movement in learning
- Techniques to improve memory
- Sample timetables.
- Teaching the skills of attention
- 20 strategies for positive learning behaviour
- The best methods for feedback and marking
- How to improve performance in tests
- Ideas for Literacy and Numeracy

Nicola Call started her teaching career in Inner London, UK, rising rapidly to become Deputy Head of three primary schools. Nicola now lives in California, USA where she combines writing with research into Accelerated Learning work in schools.

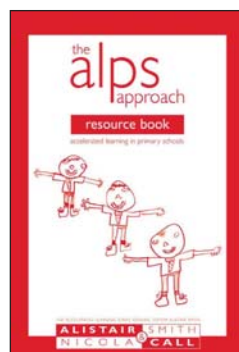
1999, 304 Pages, 210 x 297mm • PB 978 1 8553 90560 • £27.99 • HB 978 1 8553 90669 £39.99

The ALPS resource book

Accelerated learning in primary schools

Alistair Smith and Nicola Call

A follow-up to the best-selling *ALPS approach* the book provides photocopiable resources for teachers to use in the classroom. It is structured carefully to extend the theoretical and practical advice given in *The ALPS approach* and provides hands-on materials for classroom teachers and for those who teach children outside of the classroom. The authors have produced over 1000 useful ideas for teachers to 'accelerate' the learning of their children.



2001, 224 Pages, 210 x 297mm • PB 978 1 8553 90782 • £29.99

Reaching out to all learners

A Mind-Friendly Framework for Learning

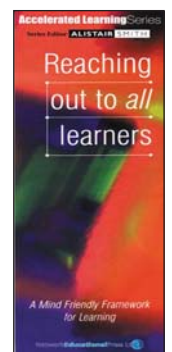
Cheshire County Council

This booklet is intended as an aide-mémoire for classroom teachers on some of the basic principles of Accelerated Learning, and useful sources and resources. Originally produced by colleagues in Cheshire LEA, it has been updated and edited by Alistair Smith to provide a succinct introduction and support for the busy classroom teacher.

This book includes:
10 great ideas for sustaining the Mind Friendly Learning Framework in your school;
powerful facts about learning; the essential details about memory review, recall and retention; useful websites.

It is ideal for buying in bulk quantities to help all members of a staff team to 'sing from the same hymn sheet!'

2002, 28 Pages • PB 978 1 8553 91437 • £5.99



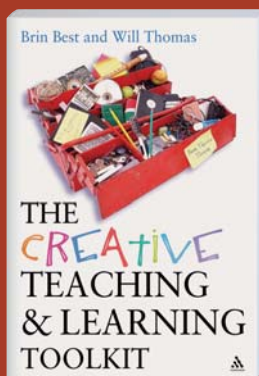
BESTSELLER

The Creative Teaching and Learning Toolkit

Brin Best and Will Thomas

'Timely and refreshingly engaging...

This book is about real change, not just about new teaching initiatives...the book becomes a blueprint for teachers who wish to push themselves and the system to create significantly better opportunities and outcomes for children and young people.' Rachel Lofthouse, Learning & Teaching Update



This book aims to help you become a more effective teacher through a new teaching and learning framework which centres on the key role of creativity. Inside you will learn how to use creativity to reinvigorate teaching across all subject areas, thereby inspiring learners to reach their potential. Through a highly practical and inclusive approach, the book equips you with a range of common-sense strategies and tools designed to build on your existing knowledge and skills. They include:

- an easy to follow five-stage framework for effective teaching and learning that presents clear and fresh thinking about what helps learners succeed
- over 200 strategies, tools and tips to enhance your creative thinking and that of your students
- diverse case studies showing how other teachers have used creativity to enhance their teaching and get the desired results
- online resources containing electronic versions of a range of key documents from the book which can form the basis of your own tailored development programme.

A companion website for the book is available at www.creativityforlearning.co.uk

Brin Best is an education consultant, writer and trainer.

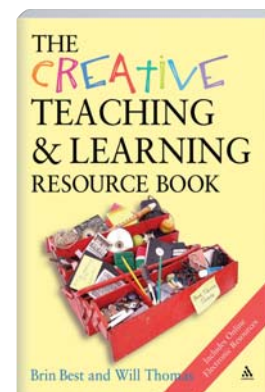
Will Thomas is a performance coach and trainer.

2007, 272 Pages, 210 x 297mm • PB 978 0 8264 85984 • £19.99

BESTSELLER

The Creative Teaching & Learning Resource Book

Brin Best and Will Thomas



'Whether you are a teacher early in your career looking to gain new skills or an experienced practitioner wishing to expand your toolkit and freshen up your teaching, then this book has something for you.' Education Today

An exciting mixed product of print and downloadable resources, this book presents over 200 tips, tools and practical strategies for more effective teaching and learning that can be used in your classroom tomorrow. The emphasis is on exciting, inclusive learning experiences which genuinely engage learners and raise motivation.

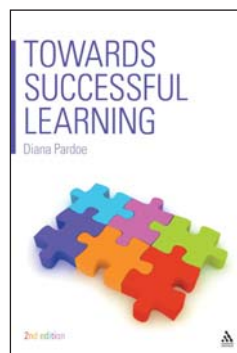
All the strategies included in the book are highly practical and represent tried and tested approaches from successful classrooms. Each is presented concisely, showing how you can embed the learning activities into your day to day lessons.

This resource book presents a rich compendium of teaching and learning strategies that can be used by teachers of all subjects. It will help you to become more creative in your teaching and for learners to be more creative in their approaches. It will also widen your repertoire of teaching approaches, to the benefit of all your learners.

2008, 240 Pages, 210 x 297mm • PB 978 0 8264 83768 • £24.99

Towards Successful Learning 2nd edition

BESTSELLER



Diana Pardoe

This book introduces the reader to a model for supporting and guiding the development of successful learning in classrooms. The model is designed to be used as a starting point to engage learners and teachers in exploring what learners need in order to experience success.

From that point it is the teachers and leaders in schools who will take ownership of it and move forward with it to improve the quality of learning through a deeper understanding.

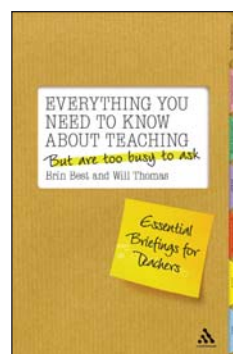
Diana Pardoe has more than 25 years teaching experience across primary and secondary key stages, she is now an educational consultant in the UK.

January 2009, 112 Pages, 210 x 297mm • PB 978 1 8553 94445 • £24.99

Everything You Need To Know About Teaching But Are Too Busy To Ask

Essential Briefings for Teachers

Brin Best and Will Thomas

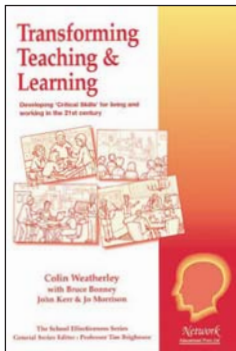


'The book is an ideal constant companion for dipping into when the need arises and will help every teacher to enhance their professional knowledge for their own and their students' benefit. Whether it stays in the car, on your desk or in your bag, keep using it for up-to-date information on the latest developments.' Learning and Teaching Update

2007, 208 pages, 216 x 138 • PB 9780826483775 • £14.99

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Transforming Teaching & Learning



Colin Weatherley
With Bruce Bonney, John Kerr and Jo Morrison

Transforming Teaching and Learning describes in theoretical and practical detail how the widely acclaimed Critical Skills Programme addresses all the priority issues of UK education in a uniquely powerful and comprehensive way. The book includes:

- a clear description of the basic principles of CSP and how these are applied in practice.
- advice and support for newly CSP-trained teachers and their senior managers
- answers to frequently

asked questions about implementing CSP • a thorough explanation of how effectively CSP addresses key government priorities such as raising expectations and motivating and engaging pupils.

Colin Weatherley is a former secondary headteacher in West Lothian and Edinburgh, UK.

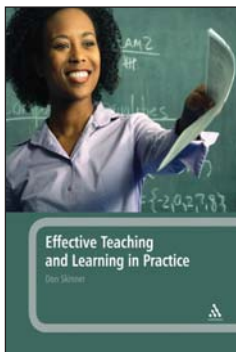
Bruce Bonney is President of Leading EDGE LLC.

John Kerr is head of the history department at Balerno Community High School, Edinburgh, UK, and a senior examiner with the Scottish Qualifications Authority.

Jo Morrison was the first UK teacher to become an accredited CSP trainer. She works with 15 to 16 year-old underachieving and disaffected students at Tresham Institute, Kettering, UK.

2003, 184 Pages, 210 x 297mm • PB 978 1 8553 90805 • £24.99

Effective Teaching and Learning in Practice



Don Skinner

'An intelligent and accessible account of what we know today about the most effective practices of teaching for learning and the debates and research which inform this account. In this era of evidence-informed practice, this book should be essential reading for all teachers, whatever their career stage and level of practice.' Bob Lingard, Professorial Research Fellow in the School of Education, University of Queensland, Australia

Effective Teaching and Learning in Practice provides an exploration of practical teaching

strategies supported by practical experience, research evidence and theory. Don Skinner uses examples from a wide range of teaching and educational contexts, drawing on international developments and best practice, to provide a comprehensive, practical guide to teaching and learning.

Effective Teaching and Learning in Practice provides a comprehensive overview of teaching and learning making it perfect for recently qualified and established teachers undertaking professional development.

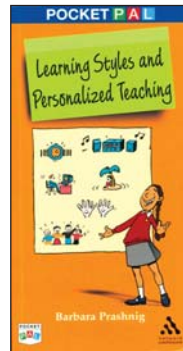
Don Skinner is Academic Coordinator for Education Courses at the University of Edinburgh, UK. He is also a Senior Lecturer and Deputy Head of the Department of Educational Studies.

January 2010, 192 Pages, 189 x 246mm
 PB 978 0 8264 99370 • £19.99 • HB 978 1 4411 29239 • £65.00

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Pocket PAL: Learning Styles and Personalized Teaching



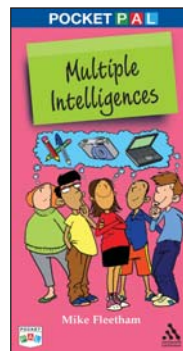
Barbara Prashnig

This unique guide is for all educators who would like to find out about learning styles and what these can do to help them personalize their teaching and improve their students' self-esteem, study skills and more. It will help you to personalize teaching in a wide range of settings, use learning styles to turn around a wide range of problem students and adopt teaching to suit students' learning needs.

Barbara Prashnig founded, the Creative Learning Company. She is an educator and trainer, introducing her pioneering concept of learning and working styles into educational institutions and businesses throughout the world.

2006, 96 Pages, 100 x 200mm • PB 978 1 8553 91499 • £7.99

Pocket PAL: Multiple Intelligences



Mike Fleetham

Multiple Intelligences contains practical teaching strategies to encourage awareness and use of multiple intelligences in the classroom at both primary and secondary level.

Mike Fleetham is an educational trainer, author and consultant who specializes in the practical infusion of new teaching methods into real classrooms. He was a classroom teacher for 10 years and has been an assistant headteacher in a large inner-city primary school.

2007, 96 Pages, 100 x 200 • Color Illus 8 • PB 978 1 8553 91925 £7.99

Conducting Research in Educational Contexts

COMING SOON



Tehmina N. Basit

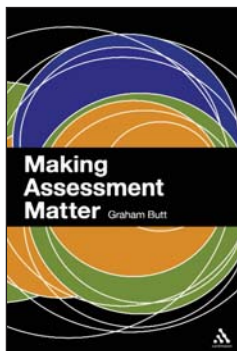
Anyone embarking on a research project for the first time is likely to be daunted by the research process and the huge array of seemingly impenetrable terminology. This user-friendly yet comprehensive book carefully guides the reader step-by-step through the entire research process, from getting started and gathering data, to making sense of the data.

Accessible and down-to-earth, *Conducting Research in Educational Contexts* will prove an invaluable resource for educational researchers everywhere.

Tehmina N. Basit is a Reader in the School of Education at the University of Wolverhampton, UK. She is involved in teaching educational research methods to masters and doctoral students, and in supervising MA and PhD students.

February 2010, 240 Pages, 156 x 234mm
 HB 978 0 8264 86882 • £65.00 • PB 978 0 8264 86899 • £19.99

Making Assessment Matter



Graham Butt

'Everything you need to know about assessment! This book explores the complex relationships between assessment and learning in a thoughtful and informative way. Essential reading for teachers who want to better understand the role of assessment in our schools.' Ellen Clarkson, George Salter Collegiate Academy, Sandwell, UK

'An eye-opening critique of current assessment practices in UK schools. It provides an insight into new approaches in assessment and has inspired me to review our current practices in

order to ensure that our pupils maximize their full potential.' John Smith, Hall Green School, Birmingham, UK

'... detailed, scholarly and accessible, setting out clearly the purpose, benefits and strategies for different types of assessment, with a particular focus on making assessment central to teaching and learning, and on empowering learners so they are clear about their strengths, weaknesses and how to improve.' John Hopkin, Adviser, Birmingham City Council, UK

'With consideration of the rise and use of e-assessment, a critical account of the dynamics behind boys' "underachievement", and an argument centred on how classroom practice can be strengthened to develop high quality assessment, this book is essential reading for professionals in schools, and beyond, who want to deepen their understanding of this core educative process.' Dr Phil Wood, University of Leicester, UK

Teachers often spend a substantial amount of their time monitoring and assessing their students' performance. But what are we assessing for, and can assessment practices be changed to make them more useful to teachers and learners?

Assessment activities in schools are frequently criticised by government inspectors – often being reported as the least successful aspect of schools' work.

Drawing on established research, *Making Assessment Matter* focuses on the purpose of assessment, and suggests strategies for managing assessment in more effective ways. The author considers the role of assessment in promoting learning, rather than simply measuring it, provides tips on setting and attaining assessment targets, and brings together considerations of 'high stakes' assessment at the national level with day-to-day assessment practice in the classroom.

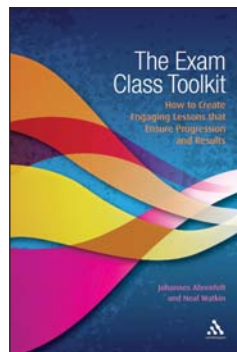
This timely and informative book will be essential reading for anyone involved with, or interested in, the role of assessment within schools, including teachers, trainee teachers and managers.

Graham Butt is Reader in Geography Education, Director of Academic Planning and Deputy Head of the School of Education, University of Birmingham, UK.

March 2010, 160 Pages, 138 x 216mm • PB 978 1 8470 63830 • £16.99

The Exam Class Toolkit

How to Create Engaging Lessons that Ensure Progression and Results



Johannes Ahrenfelt and Neal Watkin

It is a new school year and you have a dilemma: on the one hand is a group of bubbly students wanting something original and new, and on the other is a stuffed specification and an impatient senior leader demanding greater 'value added' from the results. How do you please them both?

This book will show you how teaching exam groups can be exciting for both you and your students, while maintaining a firm grip on results. It will provide you with guidance on designing an exciting course at GCSE and A Level, and suggests engaging and challenging activities that will help boost students' confidence and ensure progression in both skills and understanding.

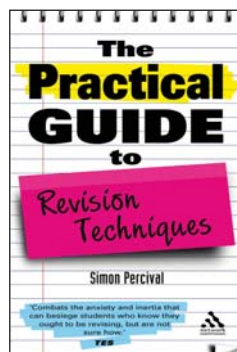
The Exam Class Toolkit also offers concrete examples of how you can make lessons memorable and relevant. This book is for anyone who wants to make a real impact and re-invigorate exam group teaching.

Johannes Ahrenfelt is Subject Leader for History and International Coordinator.

Neal Watkin is an AST in History and Lead Practitioner in Gifted and Talented Education.

November 2009, 144 Pages, 138 x 216mm • PB 978 1 4411 80476 • £18.99

The Practical Guide to Revision Techniques



Simon Percival

'A pocket-sized gem, full of colour, graphics, cartoons and 35 short, step-by-step methods of revising.' Yorkshire Post

This is the ultimate handy guide for anyone who is looking for more effective ways to revise. Packed with simple ideas that have been used successfully by students over many years, it provides: 35 tried-and-tested practical revision techniques to dip into and try out; clear step-by-step instructions; interactive explanations of how we remember information; advice on how to personalise revision techniques to suit your

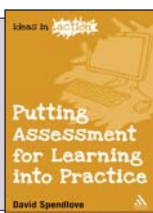
individual learning preferences. Each of the techniques is clearly and attractively presented in full colour. Fully explained examples show how to put the ideas into effective action. *The Practical Guide to Revision Techniques* is a must for any student who'd like to understand more about their memory and how to use it more powerfully, not only for exams but in years to come.

Simon Percival is a writer and a trainer in Accelerated Learning.

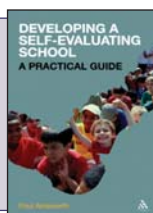
2005, 72 Pages, 100 x 200mm • PB 978 1 8553 92014 • £6.99

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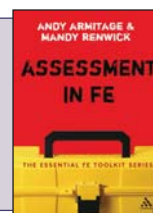
Putting Assessment for Learning into Practice
page 6



Developing a Self-Evaluating School
page 38



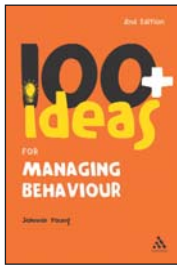
Assessment in FE
page 18



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100 + Ideas for Managing Behaviour

2nd edition

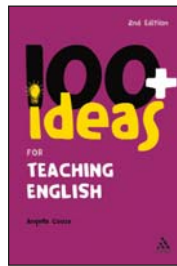


Johnnie Young
Johnnie provides 20 new ideas for this edition. Each one is tried and tested at the chalkface. Ideas range from gaining the respect of your students' to dealing with serious problems such as fights in the classroom and coping with the effects of bullying.

Johnnie Young has taught English at Colbayns High School, UK for seventeen years.

2007, 160 Pages, 129 x 198mm
PB 978 0 8264 93163 • £10.99

100 + Ideas for Teaching English



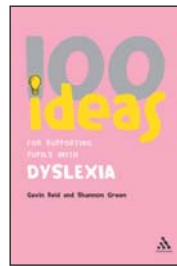
Angella Cooze
This edition is fully updated and contains ideas which have all been tried and tested in the classroom. Ideas range from understanding basic grammar and punctuation to studying plays, poetry and core texts.

Angella Cooze is Lecturer in English Education at Swansea School of Education, UK.

2007, 160 Pages, 129 x 198mm
PB 978 0 8264 83119 • £10.99

100 Ideas for Supporting Pupils with Dyslexia

BESTSELLER



Gavin Reid and Shannon Green

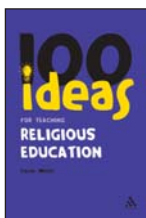
This useful, resourceful and practical guide provides those working with dyslexic children with 100 ideas on how to support their learning development. Ideas range from identifying the needs of individual pupils and their learning styles to developing pupils reading, writing, numeric and communication skills.

Gavin Reid is an Educational Psychologist in Vancouver, Canada, a consultant with the Center for Child Evaluation and Teaching (CCET) in Kuwait, and a Director of the Red

Rose School for Children with Dyslexia in Lancashire, UK. He is a prolific author, international consultant and trainer and has held seminars on effective learning in over 50 countries worldwide.

Shannon Green is an Orton-Gillingham (OG) Trainer for the Canadian Academy of Therapeutic Tutors (CATT) in Canada and the OG trainer for the CCET in Kuwait. She is also the co-founder of REACH Learning Center in North Vancouver, British Columbia, Canada. She is co-author of two books on dyslexia and ideas for learning.

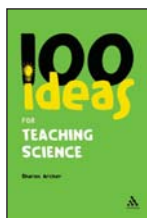
2007, 136 Pages, 129 x 198mm
PB 978 0 8264 93989 • £11.99



100 Ideas for Teaching Religious Education

Cavan Wood

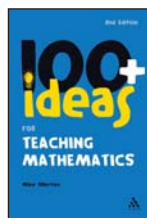
2008, 128 Pages, 129 x 198mm
PB 978 1 8470 62307 • £10.99



100 Ideas for Teaching Science

Sharon Archer

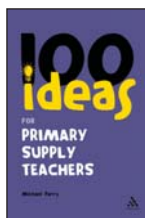
2006, 144 Pages, 129 x 198mm
PB 978 0 8264 85472 • £10.99



100 + Ideas for Teaching Mathematics

Mike Ollerton

2007, 160 Pages, 129 x 198mm
PB 978 0 8264 93187 • £10.99

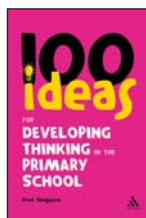


100 Ideas for Supply Teachers

SECONDARY EDITION

Julia Murphy

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PB 978 0 8264 86332 • £10.99



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Nia Griffith

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Michael Parry

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Geoff Kewley and Pauline Latham

2008, 168 Pages, 129 x 198mm
PB 978 0 8264 96607 • £11.99

100 Ideas for Supporting Pupils with Social, Emotional and Behavioural Difficulties

Roy Howarth

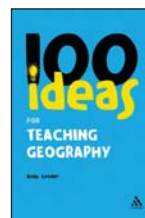
2008, 136 Pages, 129 x 198mm
PB 978 0 8264 96614 • £11.99



100 Ideas for Teaching Drama

Johnnie Young

2008, 176 Pages, 129 x 198mm
PB 978 0 8264 85489 • £10.99



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Andy Leeder

2006, 128 Pages, 129 x 198mm
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Angella Cooze

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PB 978 1 8470 61522 • £11.99

100 + Ideas for Teaching History

Julia Murphy

2007, 192 Pages, 129 x 198mm
PB 978 0 8264 97888 • £10.99

100 Ideas for Essential Teaching Skills

Neal Watkin and Johannes Ahrenfelt

2006, 128 Pages, 129 x 198mm
PB 978 0 8264 91565 • £10.99

See also:

100 Ideas in the Early Years
page 10



See also our 101 Essential lists series at www.continuumbooks/education

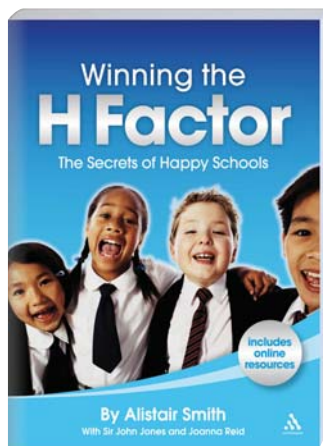
Winning the H Factor

ONLINE RESOURCES

The Secrets of Happy Schools

Alistair Smith

With Sir John Jones and Joanna Reid



'You would expect something exceptional from these three practitioners and the book doesn't disappoint. You won't be able to put it down. It will make you smile, and more importantly, it will make your school smile too and increase the likelihood of countless pupils having happier and more fulfilled lives.' Tim Brighouse, Commissioner for London Schools and visiting Professor at the Institute of Education at London University, UK

This practical guide is packed with strategies for coping with the pressures of everyday life in schools. An original evaluation model lets you quickly assess levels of happiness at the individual, classroom and whole school level, before giving simple tips to help you to reflect on your own attitudes and how you can influence the well-being of others. Through an impressive combination of theory, practical guidance and case studies, this important and exciting book will enable you to create a lasting culture of happiness in your school.

Alistair Smith is the UK's leading trainer in modern learning methods.

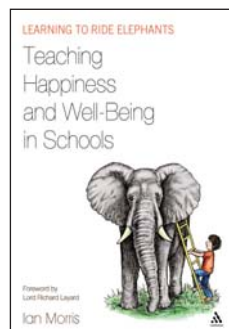
Sir John Jones was knighted for services to education. A secondary headteacher for 17 years, he now works part-time at Manchester University and Liverpool University, UK.

Joanna Reid is a secondary school teacher, private tutor and educational copywriter.

December 2009, 280 Pages, 189 x 246mm • PB 978 1 8553 95701 • £27.99

Teaching Happiness and Well-Being in Schools

Learning to ride elephants



Ian Morris

'...a remarkable book and it reflects what is happening in our culture...For this is what young people want. They want to be happy...because being happy is the true mark of human flourishing. The government has now begun to realize this and made the teaching of well-being an integral part of the national curriculum in England and Wales. For teachers of that curriculum, this book will be a god-send.' From the Foreword by Lord Richard Layard.

This book provides an introduction to the theory of positive psychology and a practical guide on how to implement the theory in (primarily secondary) schools.

Ian Morris, FRSA, is Head of Philosophy and Religion and PSHE at Wellington College, Berkshire, UK.

October 2009, 256 Pages, 189 x 246mm • BW Illus 4 • PB 978 0 8264 43038 • £24.99

See also:

Building Classroom Success

page 19

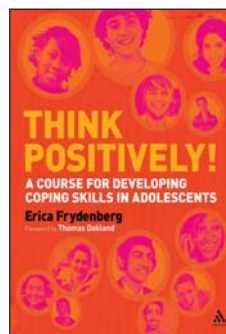


Think Positively!

A course for developing coping skills in adolescents

ONLINE RESOURCES

COMING SOON



Erica Frydenberg

Foreword by Thomas Oakland

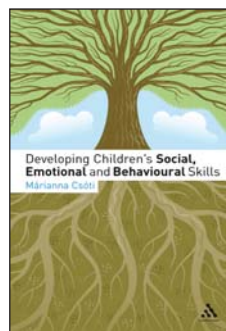
'Erica Frydenberg's course is carefully grounded in developmental theories and empirical research on stress and coping. This resourceful book offers very practical templates for teaching children and teenagers productive coping strategies with past, present and future stressors.' Krys Kaniasty, Professor of Psychology, Indiana University of Pennsylvania, USA & Opole University, Poland

'... a highly important and valuable manual that should be widely consulted. This is a vividly written, well researched, and highly practical text.' Brian Hughes, Senior Lecturer in Psychology, National University of Ireland, Galway

Erica Frydenberg introduces the theory behind a cognitive behavioural approach and offers a course of modules that can be used with young people to train them in coping skills. The course is universally applicable and can be taught in any group setting, although instructors will be able to bring their own experience to adapt the sessions.

February 2010, 240 Pages, 189 x 246mm • PB 978 1 4411 24814 • £24.99

Developing Children's Social, Emotional and Behavioural Skills



Márianna Csóti

The importance of teaching social, emotional and behavioural skills has never been greater as shown by two recent government initiatives in Education: Every Children Matters and Social and Emotional Aspects of Learning (SEAL). The development of a child's social, emotional and behavioural skills is essential if they are to develop into well-rounded, capable adults. Márianna Csóti's book provides practical strategies for developing these skills with pupils, both in the classroom and in the wider school environment.

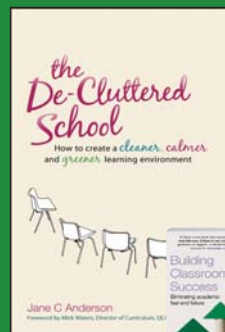
Márianna Csóti taught at secondary level in the London Borough of Brent, UK, has worked in pastoral care as a houseparent in an international sixth form college and has written widely on all aspects of social skills for all ages. See www.mariannacsoti.co.uk

March 2009, 152 Pages, 138 x 216mm • PB 978 1 8553 94711 • £16.99

The De-Cluttered School

ONLINE RESOURCES

How to create a cleaner, calmer and greener learning environment



Jane C. Anderson. Foreword by Mick Waters

'Jane Anderson's brilliant book isn't just about creating calmer, tidier, more exciting and inviting schools... it's about helping teachers and children think more clearly in a world where it's never been easier to lose the plot.' Sue Palmer (author of *Toxic Childhood*)

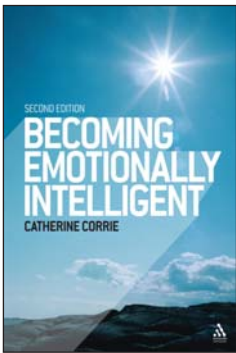
This book is a short, practical, step-by-step guide designed to justify, inspire and support the whole process of clearing out the sheer amount of stuff that schools accumulate. The time is right for people to acknowledge that school settings matter. *The DeCluttered School* will inspire schools to clear up and encourage them to make the message part of the school ethos.

Jane C. Anderson is a Visiting Fellow at Northumbria University, UK and works with Gateshead local authority supporting staff wellness in schools.

Becoming Emotionally Intelligent

2nd edition

Catherine Corrie



'It is easy to read....A practical resource, of most benefit to those involved in collaborative work in schools.' Lorraine Thomas, Speech and Language Therapy in Practice

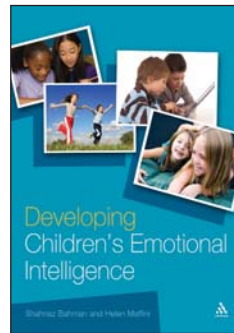
This new edition will support you in your endeavours to: • change some of the roles you play and enable you to choose the 'you' that you really want to be • make the kind of difference you always wanted to in your relationships with your friends, family and pupils • model the above and support children to develop this intelligence for themselves • change your behaviour patterns

so that you can become an adult with 'no buttons to press'.

Catherine Corrie has worked with children of all ages: as a playgroup leader for under-fives; as a teacher and senior manager in primary and middle schools.

January 2009, 232 Pages, 189 x 246mm • PB 978 1 8553 94605 • £19.99

Developing Children's Emotional Intelligence



Shahnaz Bahman and Helen Maffini

'Very readable and an excellent resource for teachers new to the concept of emotional intelligence, and who are wishing to gain practical examples of how they could develop both their own and their pupils' emotional intelligence.' Learning and Teaching Update

Although there is a real pressure for schools to meet academic standards it is possible for practitioners to stimulate emotional growth through everyday classroom activities. By carefully planning a curriculum that encourages children to explore their feelings through imaginative media and make-believe play, healthy emotional growth can occur. The authors provide a wealth of practical tools and techniques that you can use with your children to successfully develop their emotional intelligence.

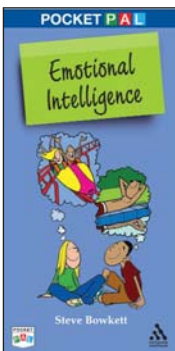
Shahnaz Bahman is an Educational Consultant and Certified Emotional Intelligence Trainer.

Helen Maffini is an Educational Consultant and Certified Emotional Intelligence Trainer.

2008, 144 Pages, 189 x 246mm • PB 978 0 8264 99745 • £16.99

As recommended by Will Thomas

Pocket PAL: Emotional Intelligence



Steve Bowkett

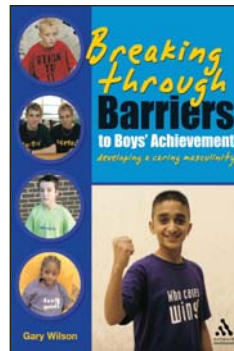
Providing a comprehensive introduction to Emotional Intelligence, this practical guide explores what is meant by the concept and includes sections on: how to chill out, developing the senses, seeing things from different viewpoints and dealing with feelings. Each of the seven sections is packed with thought-provoking teachers' notes and varied activities for classroom use.

Steve Bowkett taught English for 18 years in Leicestershire high schools, and is now a full-time writer, storyteller and educational consultant.

2007, 96 Pages, 100 x 200mm • Color Illus 8
PB 978 1 8553 91659 • £7.99

Breaking Through Barriers to Boys' Achievement

Developing a Caring Masculinity



Gary Wilson

'Gary Wilson provides some challenging ideas about the way education is structured: food for thought and some recipes for action.' Elaine Hall, www.teachingandexpertise.com

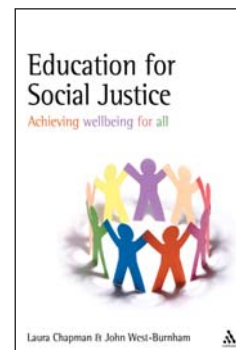
In this groundbreaking book, Gary Wilson presents the full picture as to why boys underachieve at school and what can be done about it. The emphasis is not simply increasing academic achievement but developing a 'caring masculinity.' It delivers proven breakthrough strategies for issues such as: How to engage boys in the life of the school; switching boys on to the curriculum especially literacy; creating the right culture for learning; developing boys' emotional intelligence and self-esteem; how to hit all the right buttons for boys without disadvantaging girls.

Gary Wilson is a freelance consultant and author, and chair of the National Education Breakthrough Programme on Raising Boys' Achievement.

2006, 152 Pages, 210 x 297mm • BW Illus 50
PB 978 1 8553 92113 • £24.99

Education for Social Justice

Achieving wellbeing for all



Laura Chapman and John West-Burnham

This book is an argument for equity and inclusion in education, based on a model of social justice which is grounded in relationships and learning rather than

policies and structures. *Education for Social Justice* looks at the role of relationships on many levels: personal meaning, group or team interaction, the school structure and culture, and cross agency and community involvement and development. The aim of this book is to find a paradigm that can be used to achieve greater social fairness, by finding individual/local solutions still in line with national policies and strategies.

Laura Chapman is a specialist in education, training all types of educational staff in disability equality and inclusion.

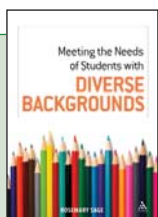
John West-Burnham is a writer, teacher and consultant in leadership development. He is also Professor of Educational Leadership at St Mary's University College, Twickenham, UK.

December 2009, 176 Pages, 189 x 246mm • BW Illus 10
PB 978 1 8553 94698 • £22.99

Also available

Meeting the Needs of Students with Diverse Backgrounds

page 32

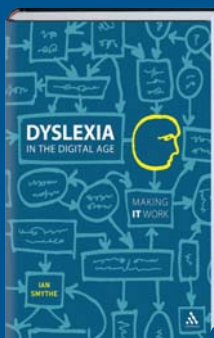


Dyslexia in the Digital Age

Making IT Work

Ian Smythe

ONLINE
RESOURCES



'This book is an invaluable tool for anyone working with children and adults with dyslexia. It provides a wealth of information on what is available to facilitate expert performance. I particularly liked the author's recommendations!'

Professor Angela Fawcett, Director, Centre for Child Research, Swansea University, UK

'... a very useful book for dyslexics and others with specific learning disabilities, and for those who work with them. It provides many practical suggestions about hardware, software and presentation of information, and explains concepts in clear, non-technical language. No dyslexic or service provider to dyslexics should be without it.'

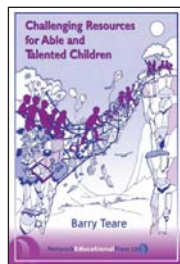
Professor Linda Siegel, University of British Columbia, Vancouver, Canada

'This book takes a bold step into the Digital Age of Dyslexia and considers both the advantages that the use of new technologies will bring to support people with dyslexia and also the challenges they face in accessing learning resources. Contrary to the naïve view that the use of ICT is a solution to dyslexia, the book makes plain that this is a complex field but one that is worth exploring for its potential advantages. Written in a clear and accessible style, the book (and the accompanying web-based resources) will be an important resource for students with dyslexia and dyslexia specialists in all inclusive education settings.'

Ian Smythe is an international dyslexia consultant who lectures widely on using technology to support dyslexic individuals.

January 2010, 216 Pages, 169 x 244mm • BW Illus 10
HB 978 0 8264 30823 • £65.00 • PB 978 0 8264 38836 • £19.99

Challenging Resources for Able and Talented Children



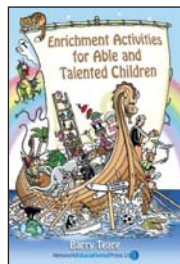
Barry Teare

This book contains ideas on how to deliver thinking skills and curriculum content in exciting and stimulating activities and engage able children and encourage them to develop their full potential. Most activities are based around entirely new topics, while some take a fresh approach to revisited topics from previous books; Resources can be used with children from Key Stage 1 to post-16. Resources are divided into nine themes:

English, Mathematics, Science, Humanities, Young Children, Logical Thought, Detective Work and Codes, Lateral Thinking and Competitions.

2003, 288 Pages, 210 x 297mm • PB 978 1 8553 91222 • £37.99

Enrichment Activities for Able and Talented Children



Barry Teare

'An absolute fund of ideas ... I am in awe of how much thought and energy must have been put into this publication.' Mike Aylen, National Association for Primary Education

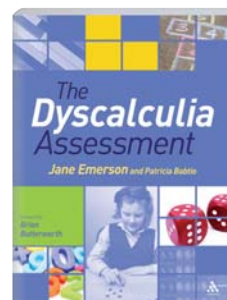
Barry Teare is involved in teacher training concerned with provision for able and talented children.

2004, 288 Pages, 210 x 297mm • PB 978 1 8553 90652 • £37.99

The Dyscalculia Assessment

ONLINE
RESOURCES

COMING
SOON



Jane Emerson and Patricia Babbie
Foreword by Brian Butterworth

Dyscalculia is a specific learning disability involving difficulty in acquiring numeracy skills. This assessment tool is designed to explore which aspects of numeracy the child is struggling to acquire. The evidence from the assessment can then be used to draw up a personalized teaching plan. With clear, step-by-step instructions alongside photocopyable or downloadable assessment sheets, *The Dyscalculia Assessment* contains everything you need to pinpoint a child's difficulties with numeracy, and use that information to help the child progress.

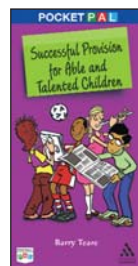
The Assessment is invaluable for SENCOs, TAs, educational psychologists and teachers wishing to support students with maths difficulties in their class.

Jane Emerson is Director of Emerson House, a Centre for Dyslexia, Dyscalculia and Dyspraxia.

Patricia Babbie is a freelance SEN teacher.

May 2010, 144 Pages, 189 x 246mm • PB 978 1 4411 40852 • £37.99

Pocket PAL: Successful Provision for Able and Talented Children



Barry Teare

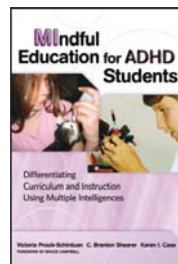
This brilliant little guide presents a digestible and user-friendly introduction to providing for able and talented children across the age ranges. It includes:

- the essential underlying principles in providing for Able and Talented children
- tailored classroom strategies combined with effective teaching techniques; and
- challenging resources to use in the classroom.

2006, 96 Pages, 100 x 200mm • PB 978 1 8553 91543 • £7.99

Mindful Education for ADHD Students

Differentiating Curriculum and Instruction using Multiple Intelligences



Victoria Proulx-Schirduan, C. Branton Shearer and Karen I. Case

This practical guide describes ways of working with learners diagnosed with Attention Deficit Hyperactivity Disorder (ADHD) by using Multiple Intelligences Theory. Written for all educators as well as parents, it examines curricular, instructional school partnering and leadership issues that may arise for these students. Supported by real-life examples, it presents constructive strategies to help teachers work with ADHD

students in ways that play to their strengths and allow for meaningful inclusion in the general education classroom.

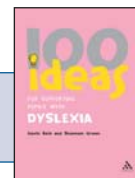
Victoria Proulx-Schirduan is an educational consultant.

C. Branton Shearer is a teacher, writer, and licensed clinical neuropsychologist. He created the Multiple Intelligences Developmental Assessment Scales (MIDAS™).

Karen I. Case is an associate professor at the University of Hartford, UK in the Department of Educational Leadership.

April 2009, 176 Pages, 189 x 246mm • PB 978 1 4411 79937 • £18.99

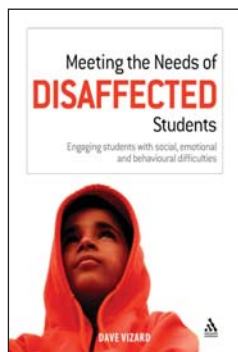
Also available **100 Ideas for Supporting Pupils with Dyslexia**. See page 28.



Meeting the Needs is a wide-ranging and highly practical series that will help classroom practitioners to ensure that all students have a successful learning experience whatever their particular needs. Written for teachers, SENCOs, learning support assistants, teaching assistants, trainee teachers and senior managers, books in the series cover subjects as diverse as dyslexia; gifted and talented; disaffected students; and students with backgrounds such as physical disability, ADHD, and ESL. Written by experts in their field, all the titles in the Meeting the Needs series offer support for identification and provision, and are illustrated throughout with case studies and practical examples.

Meeting the Needs of Disaffected Students

Engaging students with social, emotional and behavioural difficulties



Dave Vizard

Through the use of a variety of approaches and techniques, including emotional literacy, NLP and learning styles, this resource gives practical examples of how to engage disaffected students and ensure they have a successful learning experience.

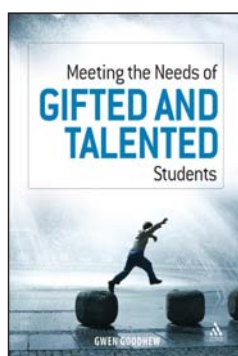
The book outlines the causes of disaffection generally and looks at a range of syndromes and conditions that may give rise to disaffection, offering support strategies that will encourage the engagement of such students. The book also outlines approaches for helping students to self-

manage their behaviour and learning.

Dave Vizard is an independent consultant who regularly trains lecturers, teachers and support workers around the country on behaviour management, teaching and learning.

August 2009, 136 Pages, 189 x 246mm • BW Illus 24 • PB 978 0 8264 34654 • £19.99

Meeting the Needs of Gifted and Talented Students



Gwen Goodhew

'This is a very accessible book for anyone involved in G&T provision, in either the primary or the secondary phase. It is thoroughly researched and comprehensive in its coverage of the subject and provides an ideal starting point for teachers, senior staff and others who are seeking to develop their knowledge and expertise in the field of G&T education.' Gifted and Talented Update

This introductory guide for class teachers in primary and secondary schools looks at current strategies for identifying able, gifted and talented

children and meeting their social, emotional and educational needs. Illustrated throughout with case studies and FAQs, the book will also be of interest to PGCE students, G&T coordinators and those undergoing training as leading teachers.

Gwen Goodhew is a freelance consultant on Gifted and Talented Education.

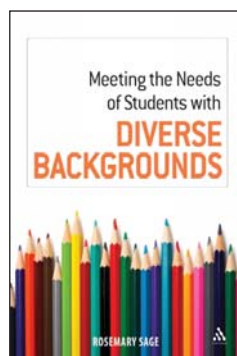
February 2009, 160 Pages, 189 x 246 • BW Illus 10 • PB 978 1 8553 94650 • £19.99

Online resources

We want to make your life easier, so we've added loads of online resources to several of our books! You can find printable worksheets, lesson plans, useful links, resources, audio files, video clips and much more online. Just look in the front of the book for the web address and then sign up for your individual password.

Meeting the Needs of Students with Diverse Backgrounds

COMING SOON



Edited by **Rosemary Sage**

This intelligent collection of case studies tells the stories of individuals coping with diversity in our schools today. The book focuses on real situations that challenge practitioners daily, such as culture and religion and English as a second language.

Each reflective chapter leads to points for discussion, either with the class, with colleagues or for reflecting on your own practice, plus practical suggestions for improving classroom life for all.

This topical book is suitable for all practitioners working with children and families such as

teachers, teaching assistants and educational psychologists, as well as students of education and policy makers in the fields of health, social care and education.

Rosemary Sage is Professor of Education at the College of Teachers based at the Institute of Education, London, UK. Rosie is also visiting professor at Nara Women's University, Japan. She has published over 100 articles in international journals and several books in the fields of inclusion and communication.

April 2010, 144 Pages, 189 x 246mm • PB 978 1 8553 94681 • £19.99

Meeting the Needs of Students with Dyslexia



June Massey

'This eminently readable book guides the reader through a wealth of information about the management of dyslexia from early years through to the secondary phase and adulthood... The book is extremely well organised, enabling the reader quickly to locate information. There is a concise introduction, seven compact chapters and concluding sections covering contacts, suppliers, further reading and a comprehensive bibliography... The clarity and scope of the book make it highly suitable for both support staff and teachers alike.' Special Needs

This book is a practical guide to help teachers to develop individual and whole class strategies to accommodate differences in learning successfully. Its accessible language and layout will facilitate easy reference for busy practitioners.

June Massey is a freelance dyslexia teacher, assessor and trainer.

2008, 144 Pages, 189 x 246mm • BW Illus 16 • PB 978 1 8553 94452 • £19.99

Teaching Thinking

Philosophical Enquiry in the Classroom

Robert Fisher

'This sourcebook of ideas is essential reading for anyone seeking to develop children's minds, to build their self-esteem or to improve the quality of teaching and learning in schools. The models of thinking and learning described in the book will provide an inspiration for readers' own adventures in ideas with children, and a spur for their research.' SirReadaLot.org

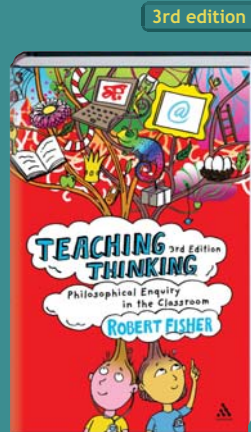
'I highly recommend this book if you are interested in starting out with philosophy for children... it is really easy to read and provides a good balance of theory and practice. Lots of ideas to pick up and use immediately. It is a book I shall return to again and again.' Amazon reviewer

'Having consumed a lot of books during my PGCE year and not been moved to recommend very many, this is one of the few that I found really well written, thought provoking and full of great ideas. It is a book I will be going back to again and again.' Amazon reviewer

A fully updated third edition of the highly successful guide to using discussion in the classroom to develop children's thinking, learning and literacy skills. This new edition includes material on the latest trends in teaching thinking, including dialogic teaching, creativity and personalized learning. This book of ideas is essential reading for anyone seeking to develop children's minds, to build their self-esteem or to improve the quality of teaching and learning in schools.

Robert Fisher is Professor of Education in the School of Education, Brunel University, UK. He is also Director of the Centre for Research in Teaching Thinking.

2008, 240 Pages, 156 x 234mm
HB 978 1 8470 61485 • £70.00 • PB 978 1 8470 61492 • £19.99



But Why? Teacher's Manual

Developing philosophical thinking in the classroom

Sara Stanley

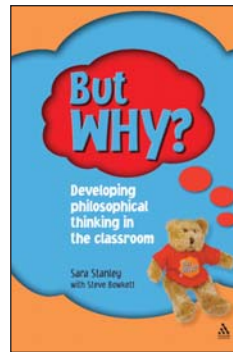
'Teaching Philosophy...has a very positive impact on children's work across the curriculum; giving them confidence to speak and discuss ideas to a high level.' Ofsted

This user-friendly manual will help teachers to introduce Philosophy for Children (P4C) to early years and primary-aged children. One hour of P4C a week can raise pupil IQ scores by an average of 6.5 points, and has been shown to develop thinking skills, emotional literacy and awareness of citizenship even in very young children. This teacher's manual includes:

- expert guidance on how to facilitate successful P4C sessions
- advice on using stories, poems and other stimuli as a starting point
- strategies that lead to fruitful thinking
- tips on integrating philosophy into school and home
- inspiring case studies
- games and activities to promote deep thinking.

The full *But Why?* resource pack featuring four stunningly-illustrated storybooks specifically designed to provoke philosophical enquiry at different levels can also be purchased from Continuum (ISBN 978 1 8553 93028).

2004, 175 Pages, 210 x 297mm • PB 978 1 8553 91727 £18.99



Pocket PAL: Creating Enquiring Minds

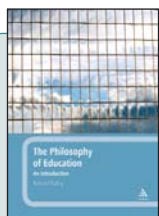
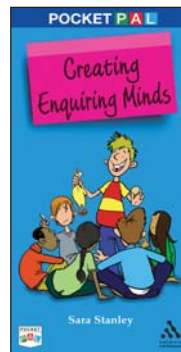
Sara Stanley

Inspiring, intelligent and practical, this user-friendly guide provides a wonderful introduction to using P4C (Philosophy for Children) in primary schools. This extremely accessible book provides an introduction to philosophy for children. It explains how you can encourage children to ask the right questions, reason effectively, think for themselves and begin to understand more about themselves and the world around them. The book also:

- explains how you can encourage children to explore 'big questions'
- provides clearly presented, practice-based examples
- contains fun and engaging activities that work right across the curriculum.

Sara Stanley is an Advanced Skills teacher, specializing in philosophy, role play and literacy in the Foundation Stage. She is on Norfolk LEA's working party for early years publications in literacy and role play, and has contributed to the Conram Institute's Listening to Young Children project.

2006, 96 Pages, 100 x 200mm • Color Illus 9 • PB 978 1 8553 91079 £7.99



Also available

Philosophy of Education: An Introduction

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Philosophy with Teenagers

Nurturing a moral imagination for the 21st century

Patricia Hannam and Eugenio Echeverria

'Philosophy with Teenagers shows how philosophical enquiry offers a way of developing and nurturing the skills and moral sensibilities needed to thrive as an adolescent in an uncertain and demanding age. Intellectually coherent, perceptive and bursting with good sense, it will be an invaluable source of inspiration for hard-pressed secondary teachers looking for practical ways to reconcile their own educational values, the demands of the 21st century classroom and a world needing as never before to find ways of talking and listening to its many peoples'. Dr Barry Hymer, Director of Still Thinking UK

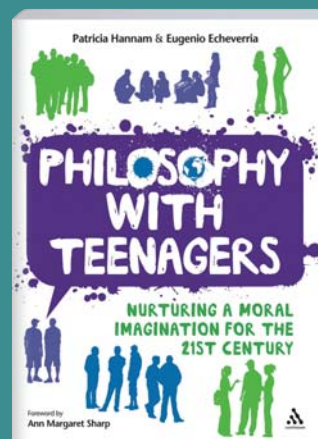
Philosophy with Teenagers offers a clear introduction to the theory and practice of the Community of Philosophical Enquiry. This book explains how Philosophy for Children can facilitate young people's exploration of key ethical concerns of our time, such as sustainability, justice, and intercultural and interfaith understanding. It considers why exploring such issues philosophically with their peers, can help young people with the process of growing up into confident individuals and responsible citizens.

The authors provide practical examples for practitioners wanting to develop philosophical enquiry in their context, including secondary teachers looking to implement new curriculum demands in compelling and inspirational ways. The book provides useful insights for all those working with young people including teacher educators at university level, policy makers, parents and social and youth workers.

Patricia Hannam is County Inspector for RE and History in Hampshire, UK. She is an experienced SAPERE trainer and has written for SSAT and Professional Council for Religious Education.

Eugenio Echeverria is director of the Latin American Centre for Philosophy for Children (CELAFIN), which publishes all the P4C materials used in Mexican schools. He has worked with P4C for over 30 years.

October 2009, 208 Pages, 189 x 246mm • BW Illus 20 • PB 978 1 8553 94667 • £19.99

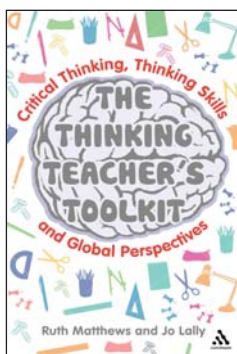


The Thinking Teacher's Toolkit

ONLINE RESOURCES

COMING SOON

Critical Thinking, Thinking Skills and Global Perspectives



Ruth Matthews and Jo Lally

National strategies across the globe are increasingly emphasizing the need to enhance pupils', thinking skills to respond to employers' requirements. Most schools now offer qualifications in critical thinking in some form or another, be it an AS level or Pre-U qualification, and it's down to teachers with little or no previous experience of the subject to teach it.

The Thinking Teacher's Toolkit will equip new and existing teachers of critical thinking courses with the skills and confidence to deliver vibrant and thought-provoking lessons. With a clear

introduction to suggested approaches to planning and preparation and ideas for integrating thinking skills across the curriculum, as well as advice on how to handle assessment, this is the ultimate toolkit for any teacher wanting to improve their students reasoning and problem-solving skills.

Ruth Matthews is currently Quality Manager at the Open College Network, West Midlands Region, Wolverhampton, UK.

Jo Lally is currently a freelance education consultant.

June 2010, 192 Pages, 156 x 234mm • PB 978 1 4411 25712 • £19.99

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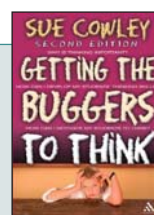
Teaching Critical Thinking Skills

page 6



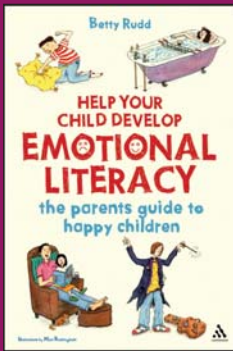
Learning to Lead

page 12



Getting the Buggers to Think

page 17



Help Your Child Develop Emotional Literacy

The parents' guide to happy children

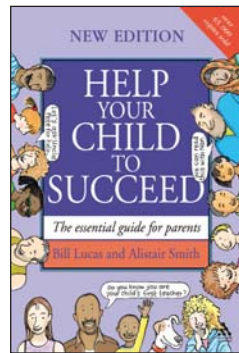
Betty Rudd

This book focuses on developing important qualities such as emotional awareness, confidence and self-motivation. It outlines simple steps to teach your child how to manage their feelings, behave appropriately and learn from their experiences.

Packed full of tips, examples and fun activities, this easy-to-follow guide will give you the tools and confidence to nurture your child's emotional and mental wellbeing right from the start.

Betty Rudd is a Chartered Counselling Psychologist and a Specialist Teacher. She was in the original team which brought Circle Time from the USA to the UK and is named by the British Psychological Society as a specialist in emotional literacy and body language.

September 2009, 128 Pages
169 x 244mm • BW Illus 10
PB 978 1 8553 94674 • £12.99



Help Your Child to Succeed

2nd edition

Bill Lucas and Alistair Smith

This invaluable guide for parents, by two leading educationalists, has been written to support parents in helping their children through the pre-school and primary years – to show that parents can make an enormous difference to their child's chances of success in life.

The book also shows how families can enjoy learning together, for the home and its immediate environment offer wonderful opportunities for discovery, exploration, play, education and learning. Packed with activities, games and tips, together with suggestions for dealing with everyday concerns, such as helping with homework and things to do in the school holidays, this book is both a practical reference guide and a thought-provoking read. Each chapter opens with a number of questions, which both act as a stimulus and introduce the topics it covers, followed by a fun quiz.

Bill Lucas is one of the UK's foremost educators.

Alistair Smith is a leading trainer in modern learning methods.

February 2009, 104 Pages, 169 x 244mm
PB 978 1 8553 94599 • £9.99



Help Your Child With Literacy Ages 7–11

Caroline Coxon

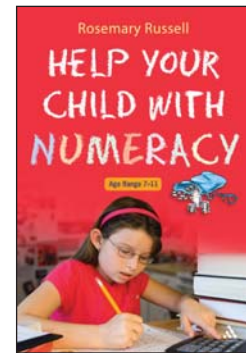
'I thoroughly enjoyed reading this book, have learnt from it and have ideas to use in my own setting from it. I give this book 9/10 for relevance for supporting the learning of children either as a parent or carer.' Sasha Edmunds, Childminder, NCMA

'Caroline walks us through the maze of learning strands and national curriculum levels and the jargon that goes with it all, explaining everything in an easy, straightforward way so that parents can understand what their children need to learn.' Dr Linda Evans, Literacy Adviser

This colourful and user-friendly guide will show you that there are many ways that you can help your child with their reading and writing at home.

Caroline Coxon is a freelance writer.

April 2009, 88 Pages, 169 x 244
Color Illus 25
PB 978 1 8470 64349 • £9.99



Help Your Child With Numeracy Ages 7–11

Rosemary Russell

'This is an excellent resource for any parent who wants to support their child's learning... Rosemary Russell explains current approaches in straightforward, easy to follow steps. Many adults who have struggled with maths may find they too are helped to understand concepts for the first time.' Sheila Burton, Area Principal Educational Psychologist

'An excellent easy-to-use book that is a great help to any parent...the layout is easy-to-follow and each section explains clearly and simply what your child is doing at school, as well as showing you how to do the maths problems yourself. A brilliant tool for EVERY parent. Highly recommended.' Amazon reader review

Rosemary Russell shows you that you are the very best person for the job, and will give you the incentive to spend quality time with your child so that you can learn together and improve your child's chances to do well and be happy in school.

Rosemary Russell is a Secondary Maths Teacher.

April 2009, 112 Pages, 169 x 244mm
BW Illus 4 • Color Illus 15
PB 978 1 8470 64127 • £9.99

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Do Parents Know They Matter?

BESTSELLER

Raising achievement through parental engagement

Alma Harris, Kirstie Andrew-Power and Janet Goodall

It is commonly agreed that engaging parents with their child's learning is positive and has wide-reaching benefits. This book articulates why parental engagement is of value and how it can be achieved with positive results. Beyond the why and how, the book explores what effective parental engagement is, making explicit the link between this and the impact on the learning of the child. To support this, practical, workable solutions and strategies are provided through case studies.

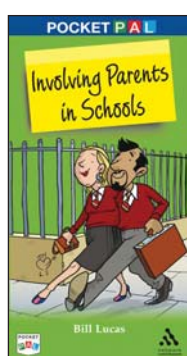
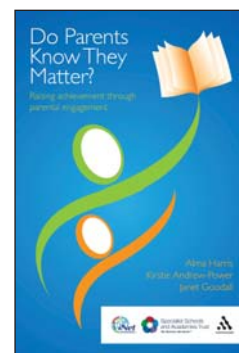
The book provides a powerful combination of academic theory supported with quantifiable and qualitative evidence from students, parents and schools, alongside answers provided by those who work with the challenges of this agenda on a daily basis. It will challenge, motivate and inspire understanding through the political agenda, and empower and enable schools to develop their practice.

Alma Harris is Pro-Director (Leadership) at the Institute of Education, London, UK and Professor of Educational Leadership at the London Centre for Leadership in Learning.

Kirstie Andrew-Power is Head of Achievement at the Specialist Schools and Academies Trust, UK. She leads the 'Every Child Achieves' network of over 700 schools.

Janet Goodall is a research fellow at the Institute of Education, University of Warwick, UK.

May 2009, 144 Pages, 156 x 234mm • BW Illus 3 • PB 978 1 8553 94797 • £19.99



Pocket PAL: Involving Parents in Schools

Bill Lucas

Research shows just how critically important parents are to schools. In this practical, introductory guide, Bill Lucas explores the issues surrounding parental involvement, looking at how it can be successfully achieved with outstanding results. He explains how to:

- understand parents' needs
- develop roles that benefit parents and school; and
- relate positively with all parents – even the 'hard-to-reach'.

Bill Lucas is one of the UK's foremost educators. He is a former Chief Executive of the Campaign for Learning, creator of Family Learning Week.

2006, 96 Pages, 100 x 200mm • PB 978 1 8553 91055 • £7.99

Schools and Communities

Working together to transform children's lives

John West-Burnham, Maggie Farrar and George Otero

'Dominant themes throughout this well-structured book include social justice and equity, social capital, community capacity building, and the moral purpose of education...Case study examples and chapters on partnership working and evaluation offer useful advice.' Colleen Cummings, Learning & Teaching Update

'With the extended school agenda and the need to crack the cycle of disadvantage, this book is timely, illuminating and persuasive.' Professor Tim Brighouse, Commissioner for London Schools and Visiting Professor at the Institute of Education at London University, UK

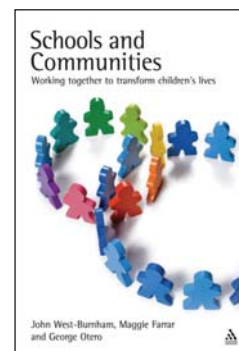
This book is rooted in the principle that every child and young person has a fundamental entitlement to equal educational opportunities. Human relationships are fundamental to educational and social development and increasing importance is being attached to cooperation and collaboration between schools and the community, and between the agencies that provide services for children and young people.

John West-Burnham is a writer, teacher and consultant in education leadership. He is also Professor of Educational Leadership at St Mary's University College, Twickenham, UK.

Maggie Farrar is Operational Director, Every Child Matters and Standards, at the National College for School leadership, UK.

George Otero is Director of the Centre for Relational Learning, New Mexico.

2007, 192 Pages, 189 x 246mm • BW Illus 34 • PB 978 1 8553 92335 £24.99



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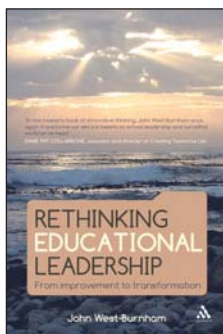
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Rethinking Educational Leadership

From improvement to transformation



John West-Burnham

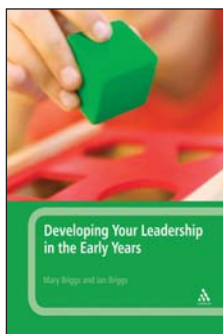
John West-Burnham offers a radical critique of prevailing models of leadership in education. School leadership has been focused on the concept of improvement, within a policy context of improvement and a prevailing culture rooted in incremental adjustment. This book offers an alternative model of leadership based on transformation which is seen as a profound change of every component of the organization following fundamental reconceptualisation of its purpose and nature. The book has a strongly practical focus and is designed to be a resource for school leaders who find that their work is increasingly moving beyond traditional boundaries.

John West-Burnham is a writer, teacher and consultant in education leadership. He is also Professor of Educational Leadership at St Mary's University College, Twickenham, UK.

May 2009, 152 Pages, 156 x 234mm • BW Illus 10 • PB 978 1 8553 96586 £24.99

Developing Your Leadership in the Early Years

ONLINE RESOURCES



Mary Briggs and Ian Briggs

'This book benefits from the joint expertise and experience of the authors. By combining their different and complementary perspectives, experience and research into leadership they offer the reader a comprehensive introduction to developing their role as effective leaders in a challenging emergent sector... An essential read for anyone working in the early years sector.' Martin Willis, Director, The Institute of Local Government Studies, University of Birmingham, UK

Developing Your Leadership in the Early Years is the essential handbook for all professionals who are working to become leaders and managers for services that support young children and their families (including childcare, education, health and family support). The authors draw on their own experiences in education and the public services sector to deliver this user-friendly guide.

Mary Briggs is Associate Professor at the Institute of Education, University of Warwick, UK. Ian Briggs is Senior Fellow, Institute of Local Government Studies, School of Government and Society, University of Birmingham, UK.

April 2009, 168 Pages, 189 x 246mm • BW Illus 4 • PB 978 1 8470 62338 • £22.99

Tweak to Transform

Improving teaching: a practical handbook for school leaders

Mike Hughes

Improving teaching is the key to genuine and sustainable school improvement. Improvement involves persuading teachers to change and develop their practice but, as anyone who has ever tried will testify, this is far from easy. The focus of *Tweak to Transform* is what head teachers and school leaders can do to manage the change process and improve the quality of teaching in a school.

Mike Hughes has extensive experience of working with teachers to help them develop and improve their classroom practice. He is now advising and supporting a wide variety of schools in their efforts to improve teaching quality, both working at strategic leadership level and coaching individual teachers in the classroom.

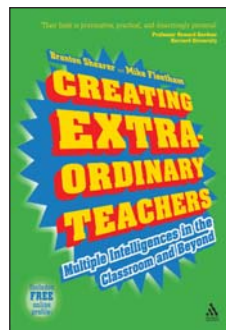
2002, 264 Pages, 210 x 297mm • PB 978 1 8553 91406 • £27.99

Creating Extra-Ordinary Teachers

ONLINE RESOURCES

FREE ONLINE MIDAS PROFILE

Multiple intelligences in the classroom and beyond



Branton Shearer and Mike Fleetham

'Shearer and Fleetham... have combined their respective areas of expertise in teaching, leadership, and multiple intelligences. Their book is provocative, practical, and disarmingly personal.' Howard Gardner, Harvard University, USA

'I commend this book to every teacher and educational leader who wants to inspire and motivate their students to better understand their capacity as learners. This is a very readable, accessible and fascinating book that provides the modern day teacher with a practical

framework to help them equip their students for their lives in the 21st century.' Richard Chapman, Somerford Primary School and Archbishop Wake Primary School, UK

This fascinating and practical guide contains a variety of strategies to help teachers to understand multiple intelligences and how they can be implemented to create inspired leaders and motivated students.

Branton Shearer created The Multiple Intelligences Developmental Scales (MIDAS), an assessment tool used by over 250,000 people worldwide.

Mike Fleetham is an educational trainer, author and consultant.

2008, 144 Pages, 189 x 246mm • PB 978 1 8553 93905 • £11.99

What Makes a Good School Now?



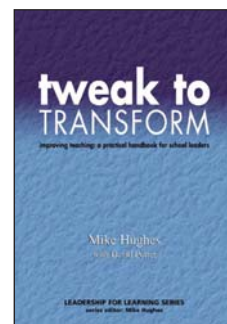
Tim Brighouse and David Woods

There is universal interest in the 'good school'. Parents want to find one, teachers seek to teach in one and children deserve to attend one. This book makes the assumption that success is possible in every school. The authors have selected material from the original book, *What Makes A Good School?*, adding many new ideas from their extensive work on school improvement over the last 15 years, set in the context of the many changes and new agendas that are a feature of schools today.

Tim Brighouse is Commissioner for London Schools and visiting professor at the Institute of Education at London University, UK.

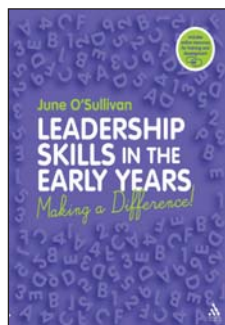
David Woods works as an Educational Consultant for the DfES as the Lead London Challenge Adviser and Chair of several School Improvement Partnership Boards and Federations across the UK.

May 2008, 176 Pages, 189 x 246mm • BW Illus 10 • PB 978 1 8553 90843 £19.99



Leadership Skills in the Early Years

Making a difference



June O'Sullivan

'The activities contained within the book make it a resource that can really be brought alive to develop leadership across the early years. A real pleasure to read.' Julie Danzey, Head of Early Years, Merton Council, UK

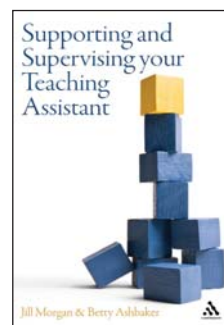
In line with government initiatives, there is growing pressure within the early years sector to create staff who can lead different types of childcare and family settings in order to address government targets. O'Sullivan acknowledges current problems and provides ideas and suggestions to address the

issues facing leaders so that they are supported to lead us into a future where we can all help make a big difference for a long time.

June O'Sullivan is chief executive of Westminster Children's Society, UK.

August 2009, 176 Pages, 189 x 246mm • PB 978 1 8553 94704 • £19.99

Supporting and Supervising your Teaching Assistant



Jill Morgan and Betty Ashbaker

The authors provide strategies for teachers to help them get the best out of their working relationship with their teaching assistant (TA). Topics covered include:

- what responsibilities can be delegated to the TA
- who is accountable for the work the TA does
- how to provide continuing professional development for the TA
- creating an effective team which will enhance the pupils' school experience.

This book is a must for anyone who shares their classroom with a TA.

Jill Morgan has worked with Teaching Assistants for the last 14 years both in the US and the UK.

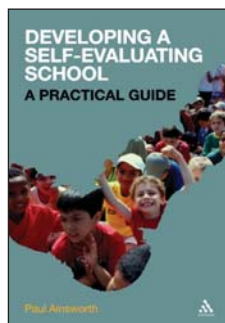
Betty Ashbaker has been developing and delivering training for Teaching Assistants and their supervising teachers for the last 14 years.

March 2009, 160 Pages, 216 x 138mm • PB 9781847063847 • £17.99

Developing a Self-Evaluating School

COMING SOON

A Practical Guide



Paul Ainsworth

This practical guide introduces the main tools of self-evaluation and looks at how schools and individuals have successfully used these tools in a holistic way. Each chapter has been divided into three sections: the basics, the detail and a conclusion.

The basics provides an overview of key tools and approaches, the detail gives guidance on implementation with plenty of case studies and questions at the end of each section to encourage reflection on your own context and practice. This book is essential reading for the senior leadership team, middle leaders and teachers interested in developing their own self-evaluations.

Paul Ainsworth is a Research Associate for the National College School of Leadership, UK.

June 2010, 160 Pages, 156 x 234mm • BW Illus 27
PB 978 1 8553 95367 • £19.99

School Management and Multi-Professional Partnerships



Edited by Raymond Moorcroft and Geoffrey Caton

School Management and Multi-Professional Partnerships explores the personnel structure within the context of schools. Each chapter:

- provides a brief overview of the relevant activity and the legal situation regarding the role
- gives examples of good practice encountered in this activity area
- identifies the key issues in this activity area
- describes the terms of reference for the role as perceived by the worker
- suggests strategies to adopt as a SBM to maximize the effectiveness

This book provides all practising and trainee SBMs with information on which they can base their own learning and build their own relationships to make for an effectively managed school system.

Ray Moorcroft and Geoffrey Caton both teach at Manchester Metropolitan University UK.

March 2009, 224 Pages, 156 x 234mm
HB 978 0 8264 94658 • £35.00

Extended Schools

COMING SOON

A guide to making it work



Suzanne O'Connell and Julia Everitt

This publication provides a bank of resources and ideas in order to make the job of delivering extended provision more manageable. It provides ideas and templates for

each of the core offers and considers some of the health and safety issues involved. The book will help schools: • develop understanding of where the concept came from and what extended provision actually means • audit current provision and establish what to do next • find the capacity to develop their provision • utilise the experiences, facilities and resources provided by local services • develop the core offer of extended activities • develop the role of the extended schools coordinator • find ways of funding the role • evaluate the effectiveness of provision.

Suzanne O'Connell is a writer, editor and educational consultant.

Julia Everitt is an Extended Schools Cluster Co-ordinator in Warwickshire, UK.

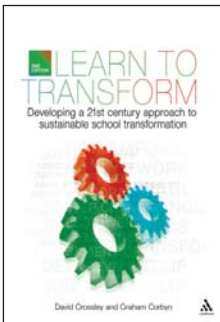
March 2010, 192 Pages, 189 x 246mm
PB 978 1 8553 97521 • £24.99

Learn to Transform

Developing a 21st century approach to sustainable school transformation

2nd edition

COMING SOON



David Crossley and Graham Corbyn

'This book is the most important and valuable publication on the transformation of schools I have ever read... if there is just one book that school and system leaders at any level should read and act on with total confidence, it is this book.' Brian Caldwell, co-author of *Raising the Stakes*

Learn to Transform shows how schools in all settings, and at any stage of development, can be transformed by identifying strategies to enable them to move forward. This second edition tests, trials and takes forward the original model with case studies of successful transformation in a range of different contexts.

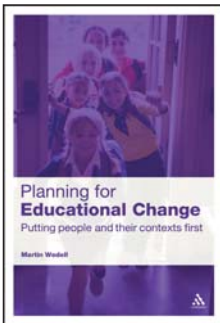
David Crossley was until recently Director of Achievement Networks at the Specialist Schools and Academies Trust, UK.

Graham Corbyn is Deputy Director of the Raising of Achievement Transforming Learning project and Head of the Development of Achievement Networks within the Specialist Schools and Academies Trust, UK.

March 2010, 160 Pages, 189 x 246mm • BW Illus 34 • PB 978 1 4411 74383 • £24.99

Planning for Educational Change

Putting people and their contexts first



Martin Wedell

Martin Wedell highlights the current ideas about the what, why and how of educational change and what these suggest about the essential issues that change policy makers and planners need to consider. He analyses international case studies of change initiatives to illustrate how the change process can be affected when such issues are insufficiently acknowledged or ignored.

Educational change scenarios, from change within a single institution to local implementation of a national change, are used to show how answers to

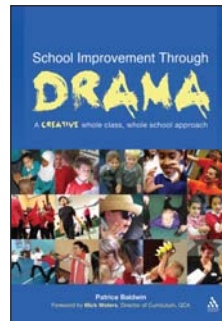
these questions can help change planners to closely match their implementation processes to their local contextual realities.

Martin Wedell is Senior Lecturer and Head of International Education at the University of Leeds, UK.

April 2009, 192 Pages, 156 x 234mm
HB 978 0 8264 87261 • £65.00
PB 978 0 8264 87278 • £24.99

School Improvement Through Drama

A creative whole class, whole school approach



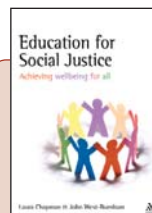
Patrice Baldwin

'Patrice Baldwin plunders her experience, expertise and contacts to offer a treasure trove in this book. It is full of examples to help the novice to get going and the experienced to keep going. It is backed by a clear and logical analysis of why drama matters, how to offer the best provision, and where drama can help the aims, purposes and outcomes of learning. This book will deliver... good drama and school improvement.' Mick Waters, Professor of Education, University of Wolverhampton, UK

Patrice Baldwin gives an overview of the way drama links to learning, teaching and the curriculum. The book offers guidance that will facilitate schools' work on self-evaluation, preparing for Ofsted, drawing up school development plans and drama policies. With exemplar lessons for each of the year groups across KS1-KS3, this is a highly practical book that has something to offer all who work in or with primary and secondary schools.

Patrice Baldwin is Chair of National Drama and Advisor for Arts Development and Improvement at Norfolk County Council Children's Services, UK.

November 2009, 280 Pages, 210 x 297mm • BW Illus 10 • PB 978 1 8553 94568 • £34.99

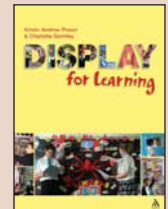


Also available

Education for Social Justice
page 30

Display for Learning

'In a practical and engaging style Kirstie and Charlotte realistically and creatively explore the potential of every space in the school and reveal to us exactly how we can enrich learning by enhancing environments. This book will help you give your school the best first impression possible.' Mike Fleetham, Educational Consultant, www.thinkingclassroom.co.uk



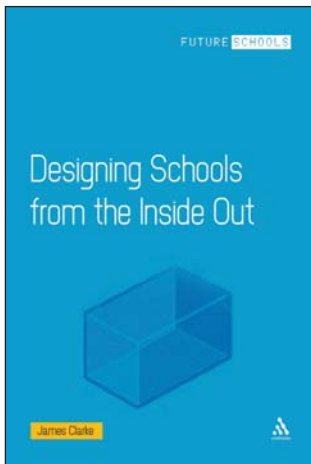
page 19

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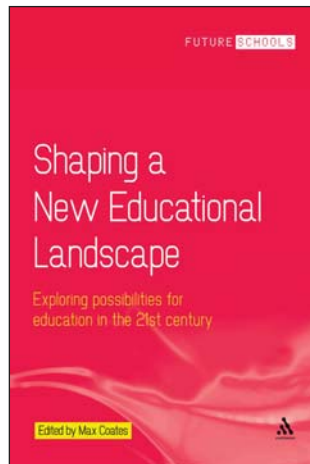
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Future Schools Series

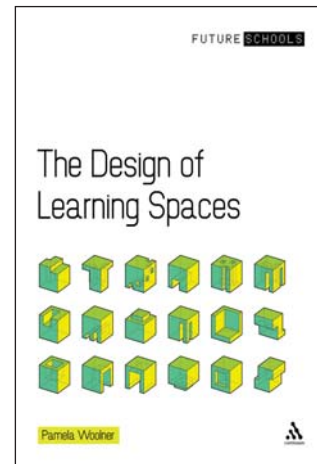
The *Future Schools* series explores the ways in which schools' needs for the future are differing from the traditional, largely Victorian approach still adopted by the majority of British schools today. The series focuses on innovation in schools, both in terms of the school environment and pedagogical approach. Books in the series provide the latest thinking on the future of education, information on best practice, case-studies of successful innovation in schools and support and guidance for the leadership and senior management team.



COMING SOON



COMING SOON



COMING SOON

Designing Schools From the Inside Out

James Clarke

Despite the funding available for rebuilding through the Building Schools for the Future (BSF) programme, there are still significant barriers to change. While many school leaders know, logically, that schools should be different from how they are at the moment, the risk of getting it wrong can appear overwhelming. *Designing Schools From the Inside Out* provides reassuring evidence – using pedagogical research, design solutions and case studies of successful projects – enabling those involved in delivering capital education projects to make bold decisions. Focusing particularly on interior teaching spaces, James Clarke shows how a combination of classroom furniture and IT holds the key to truly enabling teachers to achieve transformation in teaching and learning, as learners come into personal contact with both. It is essential reading for anyone involved in large scale capital projects, including LEAs, school senior management teams, governors and BSF bidding teams.

James Clarke is Head of Consultancy at Isis Concepts, where he designed numerous learning environments for Academies and City Learning Centres as well as major capital projects for schools.

August 2010, 160 Pages, 246 x 189mm
PB 978 1 8553 97798 • £27.99

Shaping a New Educational Landscape

Exploring possibilities for education in the 21st century

Edited by Max Coates

Educational reform over the last twenty years has clarified an existing educational process, reformatted the financial management of schools and resuscitated the inspection system. It has not, however, laid the foundations of a world-class future responsive educational system.

Shaping a New Educational Landscape brings together writers considering a wide range of possibilities for future development in education and society from different perspectives. Exploring alternative scenarios and strategies, they are not engaged in making accurate predictions but in unsettling present thinking and stimulating discussion. Together they form a fascinating contribution to the growing debate about how we might generate an educational process that will sponsor new economic paradigms and create a bold participative society on the new global stage.

Max Coates is Senior Lecturer in leadership at St. Mary's University College, UK, and was a secondary head for twelve years.

March 2010, 160 Pages, 246 x 189mm
PB 978 0 8264 32582 • £24.99

The Design of Learning Spaces

Pamela Woolner

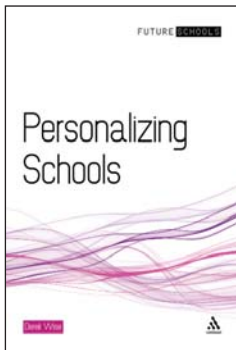
After many years of minimal investment in school premises, schools in the UK are in the midst of a wave of planning, building and using new schools. This includes all English secondary schools, being renewed through Building Schools for the Future (BSF), as well as schemes for English primaries and programmes of school construction in Scotland and Wales. Starting from an educational perspective, and building on work in architectural design, Pamela Woolner gives an overview of current issues in the design of learning environments, covering the physical design of spaces and how that design impacts on the organisation of people in schools, their relationships and their teaching and learning. Filling the gap in understanding and knowledge between the worlds of architecture and education, this is essential reading for school leaders and all those engaged in thinking about how school design might be planned and arranged to facilitate learning and teaching.

Pamela Woolner is a Research Associate at the Centre for Learning and Teaching, Newcastle University, UK

May 2010, 144 Pages, 246 x 189mm
PB 978 1 8553 97743 • £24.99

Personalizing Schools

COMING SOON



Derek Wise

Personalized Learning and Personalization are not the same. There is increasing evidence that disaffected students are not disaffected from learning but are disaffected from school with its rules, codes and systems. Currently many students see schooling as something done to them, to be got through and endured. Schooling is by definition an accommodation of the individual to the demands of the community and learners find they often have no say over its goals and values and means of delivery. This contrasts sharply with the personal choices and freedoms they enjoy outside school. Technology has opened their eyes to an exciting new world in which they can participate and exercise a degree of control.

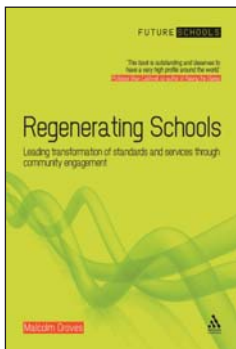
This book addresses these problems and shows how schools can move to a situation where their students are active participants rather than passive consumers, able to learn, unlearn and relearn so that they are independent learners. In essence, they become capable of designing, producing and creating their own learning.

Derek Wise is Headteacher of Cramlington Community High School in Northumberland, UK.

June 2010, 176 Pages, 189 x 246mm • BW Illus 20
PB 978 1 8553 92212 £24.99

Regenerating Schools

Leading transformation of standards and services through community engagement



Malcolm Groves

There is a growing appetite among senior leaders in schools for fresh approaches and fresh thinking around the national schools agenda – linking standards, future visions, community engagement and the implications for leadership.

This practical book aims to help senior leaders re-imagine and transform the partnership between their school and its community, and develop the capacity to lead that change.

By focusing on and improving relationships, schools can begin making a significant contribution to developing the entire community's capacity to learn, including those for whom it has a statutory responsibility. The purpose of this book is to explore what this means in practice, how those benefits could be achieved without losing focus on the need to raise attainment for all and what the implications are for school leaders now and in the future. Central to this approach is a concept of schools as agents of regeneration for themselves and for their communities.

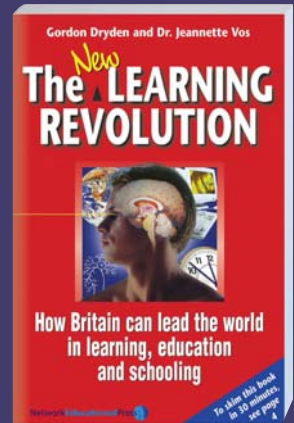
Malcolm Groves has over 30 years experience working at the leading edge of school transformation and developing the interface between school and community.

2008, 216 Pages, 189 x 246mm • BW Illus 10
PB 978 1 8553 94575 £24.99

The New Learning Revolution

BESTSELLER

3rd edition



Gordon Dryden and Jeannette Vos

This is the definitive book about the biggest changes in education, schooling and teaching since the school classroom was invented almost 300 years ago. The vision and power of the original *Learning Revolution* remains, but the authors now address current developments such as:

- how instant information and interactive technology are finally forcing a complete rethink of everything we've ever believed about education
- how new interlocking networks are creating dramatic new models for learning
- how new teaching methods are revolutionizing schooling in pockets around the world.

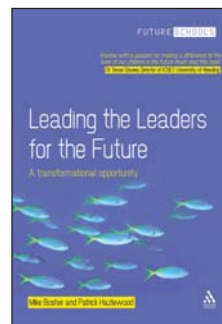
Gordon Dryden is an award-winning broadcaster, and an author, television host and businessman. He heads his own multimedia publishing company, The Learning Web.

Jeannette Vos is an international speaker whose specialisms include brain-mind-body fitness and accelerated learning methods.

2005, 544 Pages, 150 x 230mm • PB 978 1 8553 91833 • £19.99

Leading the Leaders for the Future

A transformational opportunity



Michael Boshier and Patrick Hazlewood

This book will address the leadership challenge of creating an environment for the development needs of 21st century students. These students need to be globally aware, flexible in approach, and to develop transferable, multi-skills across a wide spectrum of employment opportunities.

In order to create the appropriate learning environment, every organisation must address as a first priority the way it is led. This book will show how such a culture change is possible, note the barriers encountered and the successes achieved, both within schools and other organisations.

Mike Boshier is a part time member of the Education Department at Bath University, UK.

Patrick Hazlewood is Headteacher at St John's School, Marlborough, UK.

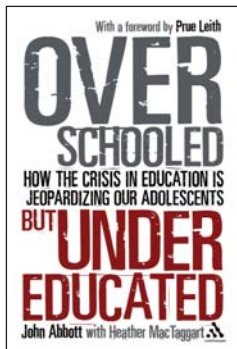
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Overschooled but Undereducated

How the crisis in education is jeopardizing our adolescents



John Abbott with Heather MacTaggart
Foreword by Prue Leith

'For anyone... who cares about adolescents Overschooled but Undereducated should be compulsory reading.' Janet Lawley, former Headteacher of Bury Girls' School, UK

In *Overschooled but Undereducated*, John Abbott examines the increasing need to revolutionize the education system in England and globally. It's simple: education has to be about preparing children to be good citizens – not merely

successful pupils – and become adults who will thrive at unstructured tasks. In this lies society's – and the planet's – best assurance of a positive future.

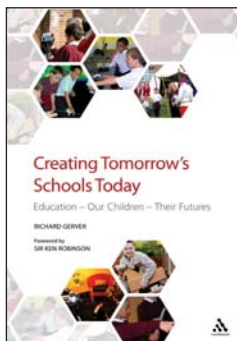
John Abbott is president of the 21st Century Learning Initiative, UK.

Heather McTaggart is the Executive Director of Classroom Connections in Canada.

November 2009, 336 Pages, 129 x 198mm • HB 978 1 8553 96234 £16.99

Creating Tomorrow's Schools Today

Education – Our Children – Their Futures



Richard Gerver
Foreword by Ken Robinson

'I absolutely love the book...The Grange stuff would be gripping enough if he were writing it from a theoretical "this is a model that might work" perspective, so to have actually achieved it makes it spine-tingling.' Andy Cope, award-winning author and founder of The Art of Being Brilliant

'In the internationally recognised Grange Primary school, high standards and an inspiring and magical learning experience are not

mutually exclusive...Richard explains the pedagogy and culture at the root of this successful approach and the vision we need for teachers and heads everywhere.' Dr Des Hewitt, Assistant Head of Teacher Education (Primary Education) and Acting B.Ed Programme Leader, University of Derby, UK

'The great thing is that Richard doesn't simply talk about his theories, he has actually made them work in a real school...He has put into words what I have always instinctively believed about education and it's time that people began to not only sit up and listen, but do something about it.' Rachel Wilkes, Assistant Head, Mickleover Primary School, UK

'Richard Gerver throws down a gauntlet to all those involved in the education of young people...this is not a book just about theory. Richard has walked the talk. He tells us the story of how, together with students, staff, parents and the local community, Grange Primary School climbed out of the depths of failure to being described as outstanding by Ofsted. And how did they do it? They did it by espousing the principles outlined in the book. By a faith in the development of a curriculum with creativity at its centre, and a passion for a process that had living, learning and laughing at its core.' Sir John Jones, international speaker, author and Associate Director of ALITE Ltd, UK

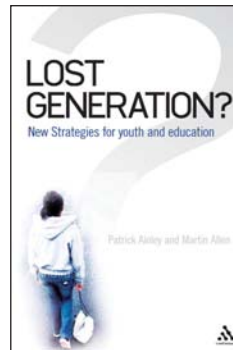
Richard Gerver was formerly Headteacher of the internationally respected Grange Primary School in Long Eaton, UK. He is now an educational speaker and writer.

January 2010, 176 Pages, 156 x 234mm • BW Illus 10 • PB 978 1 8553 93943 • £16.99

Lost Generation?

New strategies for youth and education

COMING SOON



Martin Allen and Patrick Ainley

'an intelligent, provocative and accessible book... that speaks to the experience of education policy - the experience of teachers, learners, and parents.' Stephen Ball, Karl Mannheim Professor of Sociology of Education, Institute of Education, University of London, UK.

Education faces its own credibility crunch as overschooling combines with undereducation to leave young people overqualified and underemployed. This book reveals what has gone wrong in schools, colleges and universities and how this relates to the changing relationship

between young people, educational qualifications and employment in the early 21st century. Combining their experience across sectors, the authors present a comprehensive review of education and training from primary to postgraduate schools. Meeting the crisis in policy and theory, they suggest new pedagogical principles are needed to combine research with teaching to produce as well as reproduce knowledge through application, creation, experiment, scholarship and debate. This new pedagogy would both reclaim the expertise of teachers and enable students to find purpose in what they study. They advocate a new educational politics bringing together students and teachers in new conceptions of education and democracy as the only opportunity to break the impasse in education at all levels.

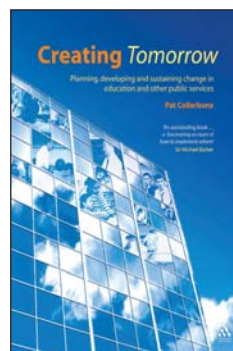
Martin Allen teaches part time and is a writer and researcher on 14–19 education and training.

Patrick Ainley is Professor of Training and Education at the University of Greenwich School of Education and Training, UK.

March 2010, 192 Pages, 138 x 216mm • PB 978 1 4411 34707 • £16.99

Creating Tomorrow

Planning, developing and sustaining change in education and other public services



Pat Collarbone

Creating Tomorrow is about workforce modernisation and cultural change. In the last few years, remodelling has been taking place in UK schools and in local authorities, children's centres, and locally based agencies and services that support young people. Some of these organisations have worked through the remodelling process but others need to and would benefit from doing so. The book will be of benefit to all as its primary focus is on sustainable change rather than simply getting started.

Pat Collarbone is former head teacher at Haggerston School in Hackney, UK.

January 2009, 136 Pages, 189 x 246mm • BW Illus 25 • PB 978 1 8553 94766 £22.99

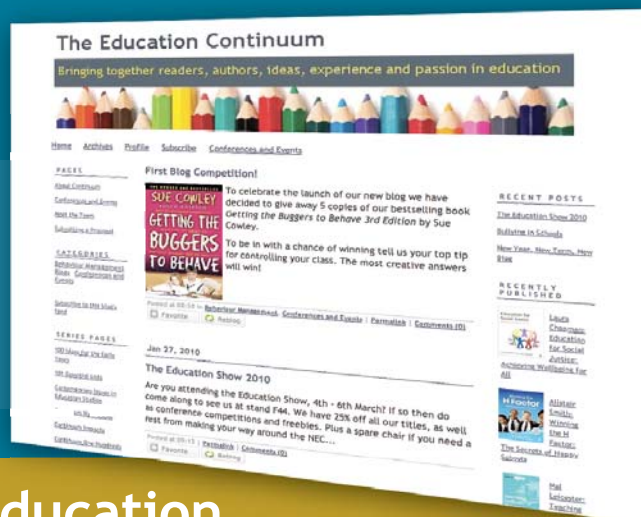
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- 100 Ideas for Assemblies: Primary School Edition28
- 100 Ideas for Developing Thinking in the Primary School.....28
- 100 Ideas for Essential Teaching Skills.....28
- 100 Ideas for Supply Teachers: Primary School Edition28
- 100 Ideas for Supply Teachers: Secondary Edition.....28
- 100 Ideas for Supporting Pupils with ADHD.....28
- 100 Ideas for Supporting Pupils with Dyslexia.....28
- 100 Ideas for Supporting Pupils with Social, Emotional and Behavioural Difficulties28
- 100 Ideas for Teaching Communication, Language and Literacy10
- 100 Ideas for Teaching Creative Development10
- 100 Ideas for Teaching Drama28
- 100 Ideas for Teaching Geography28
- 100 Ideas for Teaching Knowledge and Understanding of the World10
- 100 Ideas for Teaching Literacy11
- 100 Ideas for Teaching Personal, Social and Emotional Development10
- 100 Ideas for Teaching Physical Development.....10
- 100 Ideas for Teaching Primary Mathematics.....28
- 100 Ideas for Teaching Problem Solving, Reasoning and Numeracy.....10
- 100 Ideas for Teaching Religious Education28
- 100 Ideas for Teaching Science28
- 100+ Ideas for Managing Behaviour28
- 100+ Ideas for Teaching Creativity28
- 100+ Ideas for Teaching English.....28
- 100+ Ideas for Teaching History28
- 100+ Ideas for Teaching Languages28
- 100+ Ideas for Teaching Mathematics28
- 101 Essential Lists for Using ICT in the Classroom21
- Abbott, John42
- Accelerated Learning: A User's Guide24
- Activities for Individual Learning through Rhyme8
- Activities for Individual Learning through Shape and Colour.....8
- Ahrenfelt, Johannes.....27, 28
- Ainley, Patrick.....42
- Ainsworth, Paul.....38
- Allen, Martin42
- ALPS approach, The24
- ALPS resource book, The24
- Anderson, Jane C.....29
- Andrew-Power, Kirsty.....19, 36
- Archer, Sharon28
- Armitage, Andrew18
- Art and Design Teacher's Handbook, The14
- Ashbaker, Betty.....38
- Assessment in FE.....18
- Babtie, Patricia31
- Bahman, Shahnaz30
- Bailey, Richard.....12
- Baillie, Christine.....8
- Baldwin, Patrice39
- Barton, Amanda.....16
- Basit, Tehmina N.26
- Bayley, Ros7
- Becoming Emotionally Intelligent.....30
- Bell, Janet11, 15
- Bennett, Hazel.....3
- Bennett, Tom.....22
- Best, Brin25
- Birch, Anne.....5
- Bonney, Bruce26
- Bosher, Michael.....41
- Bowkett, Steve.....10, 20, 28, 30
- Bowkett, Wendy.....8, 10
- Boys and Writing20
- Breaking Through Barriers to Boys' Achievement30
- Briggs, Ian.....37
- Briggs, Mary.....37
- Brighouse, Tim37
- Brown, Kate15, 20
- Brownhill, Simon10
- Building Classroom Success19
- Building Learning in Mathematics.....12
- But Why? Teacher's Manual.....33
- Butt, Graham27
- Cale, Lorraine.....16
- Call, Nicola7, 24
- Captivating your Class20
- Case, Karen I31
- Caton, Geoffrey38
- Catterall, Rona.....7
- Ceranic, Helena.....14
- Challenging Resources for Able and Talented Children31
- Chapman, Laura30
- Charlesworth, Vicki9
- Cheshire County Council24
- Childminder's Guide to Child Development.....8
- Citizenship Teacher's Handbook, The15
- Clarke, James40
- Classroom Starters and Plenaries.....20
- Coaching for Learning.....23
- Coaching Solutions23
- Coates, Max40
- Cole, George21
- Collarbone, Pat.....42
- Collins, David.....18
- Complete Guide to Lesson Planning and Preparation, The.....3
- Conducting Research in Educational Contexts26
- Continuing Your Professional Development in Lifelong Learning.....18
- Cooze, Angela28
- Corbyn, Graham39
- Corrie, Catherine30
- Cowley, Sue2, 16, 17
- Coxton, Caroline.....35
- Cranmer, Sue.....11
- Creating Enquiring Minds33
- Creating Extra-Ordinary Teachers.....37
- Creating Tomorrow42
- Creating Tomorrow's Schools Today.....42
- Creative Teaching and Learning Resource Book, The25
- Creative Teaching and Learning Toolkit, The25
- Critical Skills in the Early Years9
- Crossley, David.....39
- Csóti, Máriaanna.....29
- De Geest, Els12
- Dear Tom.....22
- De-Cluttered School, The29
- Design of Learning Spaces, The40
- Designing Schools from the Inside Out.....40
- Developing a Self-Evaluating School.....38
- Developing Children's Emotional Intelligence30
- Developing Children's Social, Emotional and Behavioural Skills29
- Developing Your Leadership in the Early Years37
- Display for Learning19
- Dixie, Gererd11, 15
- Do Parents Know They Matter.....36
- Donbavand, Tommy.....22
- Dos and Don'ts of Behaviour Management.....22
- Dryden, Gordon41
- Dunn, Roger22
- Dymoke, Sue12
- Dyscalculia Assessment, The31
- Dyslexia in the Digital Age.....31
- Early Numeracy7
- Echeverria, Eugenio.....34
- Education for Social Justice.....30
- Effective Learning6
- Effective Teaching and Learning in Practice26
- Elkin, Susan10
- Else, Perry9
- Elston, Terry22
- Emerson, Jane.....31
- Emotional Intelligence30
- Emotional Literacy6
- English Teacher's Handbook, The14
- Enrichment Activities for Able and Talented Children31
- Everitt, Julia38
- Every You Need To Know About Teaching But Are Too Busy To Ask.....25
- Everything you Need to Know to Survive Teaching3
- Exam Class Toolkit, The27
- Extended Schools38
- Fairbrass, Stephen.....15
- Farmery, Christine.....16
- Farrar, Maggie36
- Featherstone, Sally7
- Fisher, Robert.....33
- Fleetham, Mike.....26, 37
- Foster, Colin13
- Foundations of Literacy7
- Fox, Sue.....11
- French in the Primary Classroom.....11
- Frydenberg, Erica29
- Garrick, Ros.....9
- Gerver, Richard.....42
- Getting the Buggers Fit.....16
- Getting the Buggers in Tune.....16
- Getting the Buggers into Drama16
- Getting the Buggers into Languages16
- Getting the Buggers into Science16
- Getting the Buggers Motivated in FE.....16
- Getting the Buggers to Add Up.....17
- Getting the Buggers to Behave.....16
- Getting the Buggers to do their Homework17
- Getting the Buggers to Draw17
- Getting the Buggers to Find Out.....16
- Getting the Buggers to Learn17
- Getting the Buggers to Learn in FE17
- Getting the Buggers to Read17
- Getting the Buggers to Think17
- Getting the Buggers to Turn Up17
- Getting the Buggers to Write.....17
- Goodall, Janet.....36
- Goodbourn, Rebecca12
- Goodhew, Gwen32
- Gormley, Charlotte.....19
- Graf, Madeleine.....5
- Green, Shannon.....5, 6, 28
- Grey, Duncan16, 17
- Griffith, Nia.....28
- Groves, Malcolm41
- Guerilla Guide to Teaching2
- Hannam, Patricia.....34
- Harris, Alma36
- Harris, Joanne16
- Hartley, Tricia.....12
- Haynes, Anthony3
- Hazlewood, Patrick41
- Healey, Jeanette.....16
- Help Your Child Develop Emotional Literacy35
- Help Your Child to Succeed35
- Help Your Child With Literacy Ages 7-1135
- Help Your Child With Numeracy Ages 7-11.....35
- Higgins, Steve.....12

Hill, David A.	13	<i>Newly Qualified Teachers</i>	3	<i>Successful Provision for Able and Talented Children</i>	31
<i>History Teacher's Handbook, The</i>	14	O'Connell, Suzanne	38	<i>Supporting and Supervising your Teaching Assistant</i>	38
Hodge, Susie	13, 14	Oldknow, Adrian	12	Surtees, Liz	11
<i>Homo Zappiens</i>	21	Ollerton, Mike	14, 17, 28	<i>Survival Guide for College Managers and Leaders</i>	18
<i>How to be a Successful Teaching Assistant</i>	5	O'Sullivan, June	38	Taylor, Ron	12
<i>How to be an Outstanding Childminder</i>	8	Otero, George	36	<i>Teaching Assistant's Guide to Dyslexia, The</i>	5
<i>How to Survive Your First Year in Teaching</i>	2	<i>Overschooled but Undereducated</i>	42	<i>Teaching Assistant's Guide to Understanding and Supporting Learning, The</i>	5
<i>How to Teach in FE with a Hangover</i>	18	Palmer, Sue	7	<i>Teaching Children to Listen</i>	11
Howarth, Roy	28	Pardoe, Diana	25	<i>Teaching Critical Thinking Skills</i>	6
Hughes, Mike	37	Parry Michael	28	<i>Teaching English Texts 11-18</i>	12
Ingleby, Ewan	18	Percival, Simon	27	<i>Teaching Happiness and Well-Being in Schools</i>	29
<i>Inspired English Teaching</i>	20	<i>Personalizing Schools</i>	41	<i>Teaching Mathematics Using ICT</i>	12
<i>Involving Parents in Schools</i>	36	<i>Philosophy with Teenagers</i>	34	<i>Teaching NLP in the Classroom</i>	6
James, Gill	13	Philpott, Joanne	20	<i>Teaching Thinking</i>	33
Jameson, Jill	18	<i>Physical Education for Learning</i>	12	Teare, Barry	31
Jarvis, Clare	7	<i>Pimp your Lesson</i>	19	Tetlow, Linda	12
Jones, Sir John	29	<i>Planning for Educational Change</i>	39	<i>Think Positively!</i>	29
Joyce, Dawn	18	<i>Playing Outdoors in the Early Years</i>	9	<i>Thinking Child Resource Book, The</i>	7
Kerr, John	26	Pollard, Andrew	4	<i>Thinking Child, The</i>	7
Kewley, Geoff	28	Potter, John	11	<i>Thinking Teacher's Toolkit, The</i>	34
Kilvington, Jacky	9	Powell, Sharon	18	Thomas, Will	23, 25
Kinnaird, Mike	21	<i>Power of Diversity, The</i>	23	Thwaites, Alan	10, 28
Kirkman, Leah	19	<i>Practical Guide to Revision Techniques, The</i>	27	Thwaites, Judith	10
Lally, Jo	34	Prashnig, Barbara	23, 26	<i>Towards Successful Learning</i>	25
Latham, Pauline	28	Prestage, Stephanie	12	<i>Trainee Primary Teacher's Handbook, The</i>	11, 15
<i>Leadership Skills in the Early Years</i>	38	<i>Primary Schools and ICT</i>	11	<i>Trainee Secondary Teacher's Handbook, The</i>	15
<i>Leading the Leaders for the Future</i>	41	Proulx-Schirduan, Victoria	31	<i>Trainee Teachers' Survival Guide, The</i>	3
Leaman, Louisa	22	<i>Putting Assessment for Learning into Practice</i>	6	<i>Transforming Teaching and Learning</i>	26
<i>Learn to Transform</i>	39	Ranting Teacher, The	3	Turnbull, Jacquie	23
<i>Learning Styles and Personalized Teaching</i>	26	<i>RE Teacher's Handbook, The</i>	15	<i>Tweak to Transform</i>	37
<i>Learning Styles in Action</i>	23	<i>Reaching out to all learners</i>	24	Tyrer, Graham	12
<i>Learning to Lead</i>	12	<i>Readings for Reflective Teaching</i>	4	<i>Ultimate FE Leadership and Management Handbook</i>	18
<i>Learning to Learn for Life 3</i>	12	<i>Reflective Playwork</i>	9	University of the First Age, The	20
<i>Learning to Teach in the Lifelong Learning Sector</i>	18	<i>Reflective Teaching</i>	4	<i>Using NLP to Enhance Behaviour and Learning</i>	22
Lee, Alison	8	<i>Regenerating Schools</i>	41	<i>Value of Play, The</i>	9
Leeder, Andy	28	Reid, Gavin	5, 6, 28	Veen, Wim	21
Leicester, Mal	6	Reid, Joanna	29	Vizard, Dave	32
<i>Let's All Play</i>	9	Renwick, Mandy	18	Vos, Jeanette	41
<i>Letting the Buggers be Creative</i>	17	<i>Resources for Teaching Creative Writing</i>	13	Vracking, Ben	21
Liebling, Henry	3	<i>Resources for Teaching English: 14-16</i>	13	Wall, Kate	12
<i>Lost Generation</i>	42	<i>Resources for Teaching French: 14-16</i>	13	Wallace, Isabella	19
Lovatt, Mark	24	<i>Resources for Teaching History: 11-14</i>	13	Wallace, Susan	16
Lucas, Bill	35, 36	<i>Resources for Teaching History: 14-16</i>	13	Ward, Barbara	17
MacTaggart, Heather	42	<i>Resources for Teaching Mathematics: 14-16</i>	13	Watkin, Neal	27, 28
Maffini, Helen	30	<i>Rethinking Educational Leadership</i>	37	Watson, Anne	12
<i>Making a Drama out of a Crisis</i>	22	Roe, Jenny	9	Weatherly, Colin	26
<i>Making Assessment Matter</i>	27	Rudd, Betty	35	Wedell, Martin	39
<i>Making Learning Fun</i>	20	Russell, Rosemary	35	West, Keith	20
<i>Managing Very Challenging Behaviour</i>	22	Sage, Rosemary	32	West-Burnham, John	30, 36, 37
Martin, Andrew	19	Sangster, Margaret	7	<i>What Makes a Good School Now?</i>	37
Massey, June	32	<i>School Improvement Through Drama</i>	39	Wilson, Gary	30
<i>Mathematics Teacher's Handbook, The</i>	14	<i>School Management and Multi-Professional Partnerships</i>	38	<i>Winning the H Factor</i>	29
<i>Mathematics Across the Curriculum</i>	11	<i>Schools and Communities</i>	36	Wise, Derek	24, 41
Matthews, Ruth	34	Sedgwick, Fred	11, 28	Wood, Ali	9
McCormack, Ian	16, 17	Selwyn, Neil	11	Wood, Cavan	15, 28
McLachlan, Angela	11	Senior, Claire	17	Woodcock, Jacqui	11
McNay, Ian	18	<i>Shaping a New Educational Landscape</i>	40	Woods, David	37
<i>Meeting the Needs of Disaffected Students</i>	32	Shearer, Branton	31, 37	Woolner, Pamela	40
<i>Meeting the Needs of Gifted and Talented Students</i>	32	Skinner, Don	26	Young, Jonnie	13, 28
<i>Meeting the Needs of Students with Diverse Backgrounds</i>	32	Smith, Alistair	23, 24, 29, 35		
<i>Meeting the Needs of Students with Dyslexia</i>	32	Smith, Neil	14		
<i>Mindful Education for ADHD Students</i>	31	Smythe, Ian	31		
Moorcroft, Raymond	38	<i>Sounds Like a Good Idea</i>	21		
Morgan, Jill	5, 38	Spendlove, David	6		
Morris, Ian	29	Spohrer, Kate	6, 22		
Morrison, Jo	26	Spooner, Liz	11		
<i>Multiple Intelligences</i>	26	Stanley, Sara	33		
Murphy, Julia	28	Stern, Julian	17		
<i>New Learning Revolution, The</i>	41	Steward, Angela	17, 18		

OUR BLOG!

The Education Continuum



We're passionate about education and want to share that passion with you!

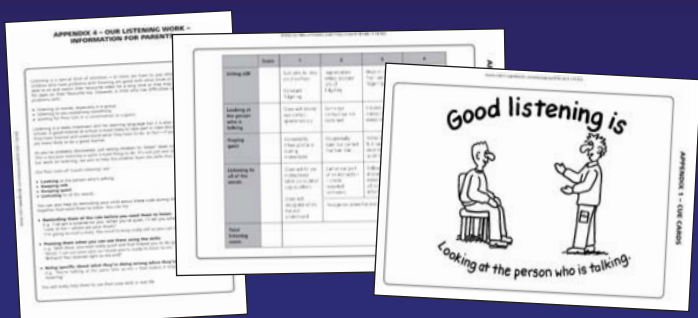
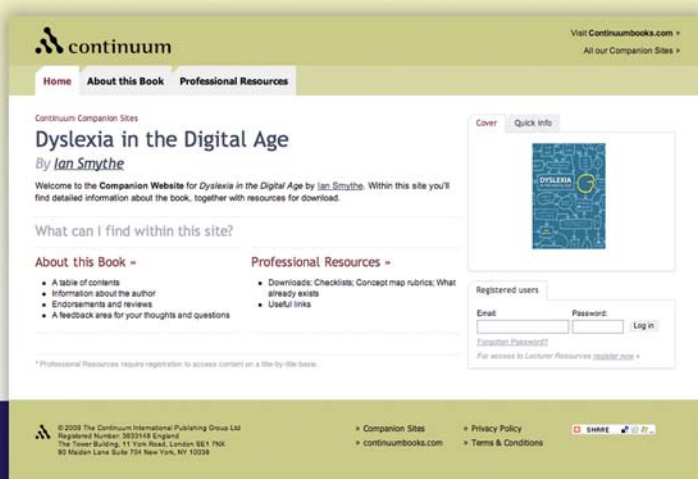
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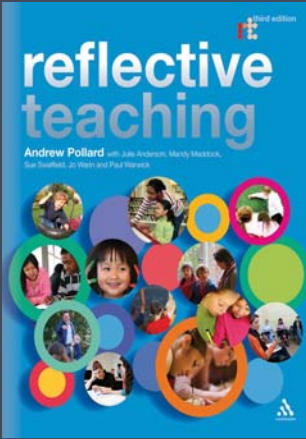
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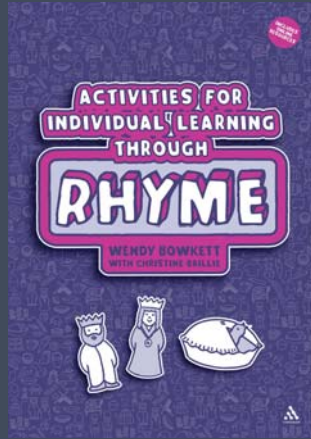
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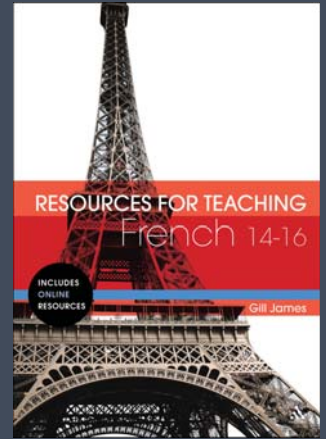
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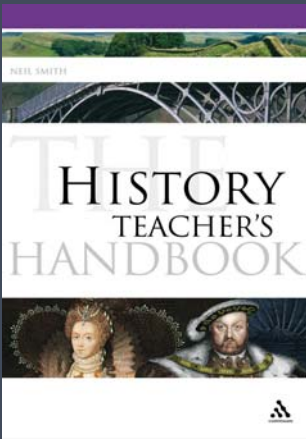
page 8



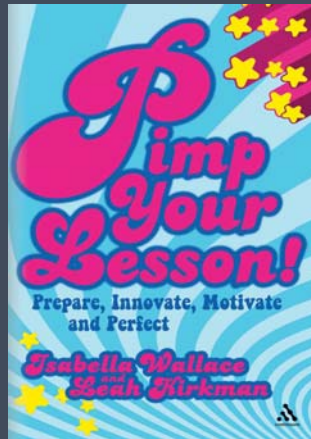
page 9



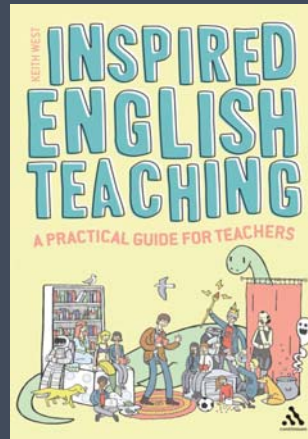
page 13



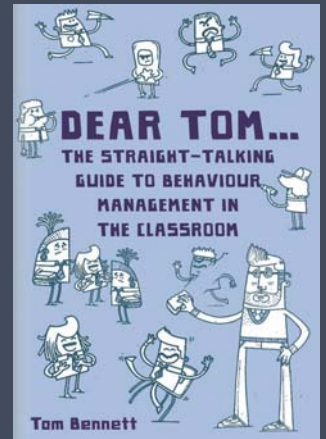
page 14



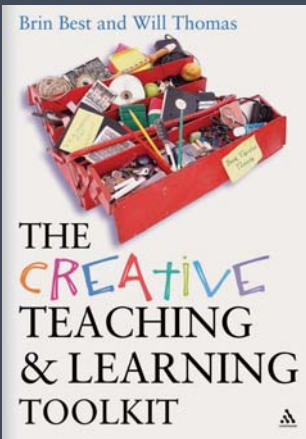
page 19



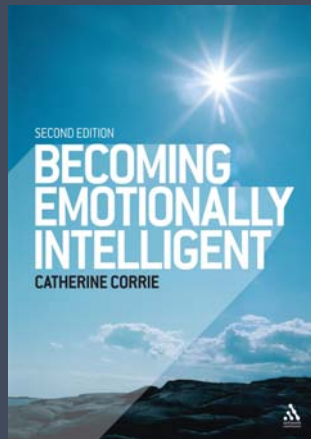
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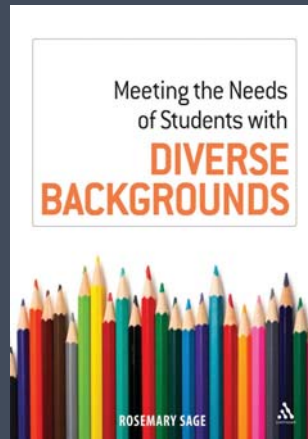
page 22



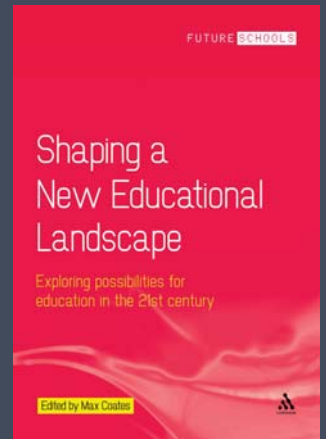
page 25



page 30



page 32



page 40

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