



# Crown House Publishing

New Releases 2023/24

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New 4

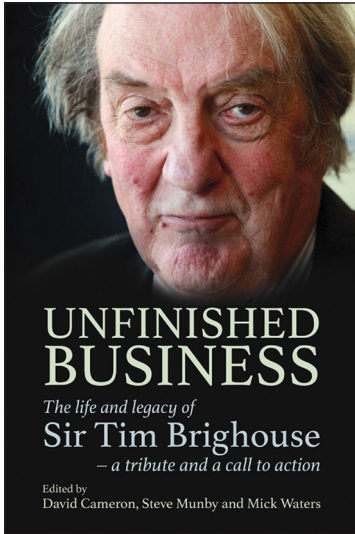
Distributors 26

## Key



- This is an Independent Thinking Press title

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

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

A former head teacher, **Mick Waters** works closely with teachers and leaders in schools, MATs and local authorities to support the development of teaching approaches and curriculum to ensure the best learning outcomes for children.

## Unfinished Business

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

Edited by David Cameron, Steve Munby and Mick Waters

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

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

The second part of the book is forward-looking and contains a large range of shorter contributions on specific themes covering all aspects of schooling today. Contributors explore what we need to do now in order to continue Tim's work in their particular area of expertise.

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

978-178583729-6

£20.00

CAN \$34.95 • US \$29.95

234 x 156 mm

pages 250 (est)

hardback • ebook

UK due October 2024

US/CAN due February 2025

## What Are We Teaching?

Powerful knowledge and a capabilities curriculum

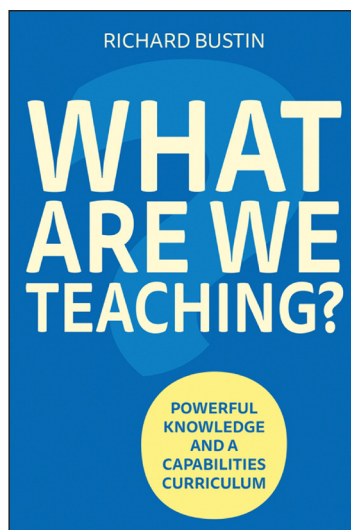
Richard Bustin

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

Part one introduces the key theories on which the book is based, including knowledge in the curriculum, powerful knowledge and educational capabilities. Teachers are increasingly unable to access academic research relating to their own subjects as well as about education in general, so are relying on blog posts of varying quality meaning that many sound ideas get distorted and spread by well-meaning but misinformed teachers and educationalists. 'Powerful knowledge' has fallen victim to this on many occasions. Teachers are also burdened by the overarching emphasis on exam performance at the expense of the broader benefits of teaching their subject.

The book is research-based, using voices of real teachers who engaged with the question 'what makes your subject powerful knowledge', and it is their testimonies that provide a provocation for each chapter in section two. The final part offers advice on building a powerful knowledge capabilities curriculum.

Essential reading for all senior and subject leaders and curriculum coordinators.



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

978-178583718-0

£16.99

CAN \$27.95 • US \$22.95

234 x 156mm

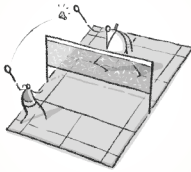
pages 180 (est)

paperback • ebook

UK due October 2024

US/CAN due February 2025

## Making every PE lesson count



*Six principles to support great  
physical education teaching*

James Crane

Edited by Shaun Allison and Andy Tharby

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

## Making Every PE Lesson Count

Six principles to support great physical education teaching

James Crane

Provides realistic strategies that will help teachers make abstract ideas more concrete and meaningful in both the practical and the theory elements of PE.

PE provides a unique opportunity for some students to flourish and become professional athletes or achieve excellent academic outcomes. However, if you ask any PE teacher, their main aim is that all students leave school with a love of physical activity and lifelong participation in sport. The benefits on physical, mental and social health are undeniable. The place PE holds in the curriculum is therefore fundamental to society in that it acts as a vehicle to promote resilience, determination and perseverance.

Writing in the engaging style of the award-winning Making Every Lesson Count series, James Crane articulates the fundamentals of great PE teaching and shares simple and practical strategies designed to challenge students across all aspects of the subject. In an age of educational quick fixes and ever-moving goalposts, this precise and timely book returns to the fundamental questions that all PE teachers must consider: 'What can I do to help my students thrive in the wide world of physical education?'

Suitable for PE and sports teachers at any level, from ECTs to department leads.

978-178583719-7

£14.99

CAN \$22.95 • US \$19.95

216x 135 mm

pages 140 (est)

paperback • ebook

UK due June 2024

US/CAN due October 2024

# Love Tutoring

## How to be the tutor your student needs

Julia Silver

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

At a time when teacher retention and pupil attendance are at an all-time low, tutoring provides a gentler, more person-centred and holistic approach to teaching and learning. Once considered a Plan B option, tutoring is fast becoming a legitimate career choice.

The rollout of the UK government's National Tutoring Programme has brought tutoring into the spotlight. Previously considered 'shadow-schooling' over the last decade, a quarter of all 11-16-year-olds have received private tuition in England and Wales (rising to 42% in London). But for tutoring to take its place in the future of education, and become an affordable option for all our students, we need more, and better qualified tutors.

Combining theory and practice, this book provides tutors with a solid grounding in the pedagogy of tutoring. Julia takes the big ideas from evidence-based practice in teaching and learning today and makes them relevant and accessible to the ways tutors work.

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



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

978-178583683-1

£16.99

CAN \$29.95 • US \$24.95

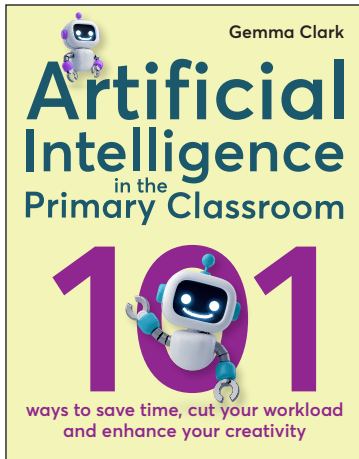
234 x 156mm

pages 200 (est)

paperback • ebook

UK due June 2024

US/CAN due October 2024



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

"If you haven't considered how AI can reduce your teacher workload, aid personalised learning, and help you to restore a more comfortable work-life balance, then this is the book for you!"  
**- Dr Poppy Gibson, Course Lead and Senior Lecturer in Primary Education, Anglia Ruskin University**

## Artificial Intelligence in the Primary Classroom

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

Gemma Clark

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

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

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

Suitable for primary school teachers of all levels of experience.

978-178583714-2  
 £16.99  
 CAN \$27.95 • US \$22.95  
 234 x 184 mm  
 256 pages  
 paperback • ebook  
 US/CAN due June 2024



# The VESPA Handbook

## 40 new activities to boost student commitment, motivation and productivity

Steve Oakes and Martin Griffin

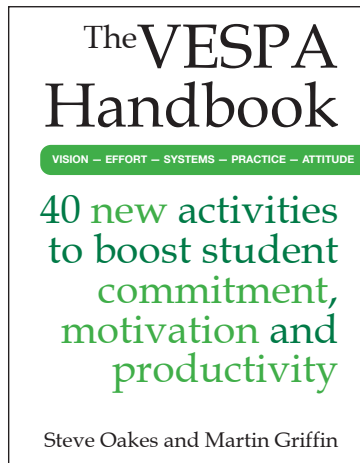
Offers 40 concrete, practical tools and activities that will supercharge learners' ambition, organisation, persistence and determination.

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

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

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

**- Hywel Roberts, teacher and writer**



**Steve Oakes** has over 20 years' of experience as a teacher and leader, and has been a Head of Sixth Form at two successful schools in the UK and the UAE. As a current Head of Sixth Form, he works closely with students to maximise levels of engagement and commitment, designing high-impact interventions and practical tools for improving academic performance.

**Martin Griffin** has over 20 years' experience teaching and coaching post-16 students. He was a Head of Sixth Form and Deputy Head at a successful comprehensive school for eight years, and has worked with hundreds of schools and colleges in the UK and beyond to design and implement study skills, character development and mindset programmes.

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£19.99

CAN \$34.95 • US \$29.95

234 x 184 mm

224 pages

paperback • ebook

US/CAN due September 2024



Claire Gadsby is an innovator, educator and motivator. A teaching and learning consultant and trainer with over 20 years' classroom experience, she collaborates with a wide variety of schools every year to raise their levels of achievement. Much of her work involves working alongside teachers in classrooms, and her areas of expertise include assessment for learning (AfL), whole-school literacy and demonstrating pupil progress.

Jan Evans is an education consultant with over 30 years' experience of working in education. Jan is committed to helping teachers reclaim their creativity and regularly leads whole-school training programmes as well as classroom-based coaching. She prides herself on being able to motivate teachers through her sense of humour, practical approach and enthusiasm for innovative teaching and learning strategies.

"Calling all teachers: this book will help you rethink your thinking and rejuvenate your learning strategies."

- **Dr Andy Cope, teacher, author and the UK's one and only doctor of happiness**

## Dynamically Different Classrooms

Create spaces that spark learning

Claire Gadsby and Jan Evans

Claire Gadsby and Jan Evans provide teachers with a visually striking masterclass on how to maximise the potential of every cubic inch of the learning environment.

**Re-formatted in July 2023, complete with additional photographs.**

Classrooms are private places. A lucky few – consultants and inspectors among them – get to visit hundreds of classrooms a year, yet many teachers never get the opportunity to see how other practitioners 'do it'.

In *Dynamically Different Classrooms*, however, experienced educators Claire and Jan take away the guesswork by inviting teachers into a unique journey of classroom discovery that shows them how to design and use the space within their classroom in such a way that enhances their pupils' learning experiences.

Suitable for teachers, trainees, teaching assistants and senior leaders in both primary and secondary schools.

978-178135297-7  
 £19.99  
 CAN \$34.95 • US \$29.95  
 216 x 216mm  
 176 pages  
 paperback • ebook  
 Originally published in May 2019



## Activate

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

James Mannion, Louise Stoll, Karen Spence-Thomas and Greg Ross

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

It's widely recognised that self-regulated learners are more effective learners. The Education Endowment Foundation (EEF) suggests that metacognition and self-regulation are among the most important practices a school can focus on, providing 'very high impact for very low cost, based on extensive evidence' (EEF, 2022). However, teachers and leaders are often unsure what these terms mean, or what they look like in practice.

This resource enables teachers and leaders to 'activate' pupils to become the drivers of their own learning. Comprising six sets of resource cards (including 83 cards in total) and a clear and detailed facilitator guide – along with an extensive bibliography and additional downloadable materials – *Activate* has been designed to provide time-pressed teachers and leaders with an accessible means of understanding the theory and practice of self-regulated learning. Working through the activities will enable teachers and leaders to realise the potential of these powerful ideas when working with pupils, whilst helping them to regulate their own learning.

Suitable for all teachers and leaders looking to create more confident, proactive, self-regulated learners.



Dr James Mannion is the Director of Rethinking Education, a teacher training organisation dedicated to improving educational outcomes through self-regulated learning, implementation science, and practitioner research.

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

Karen Spence-Thomas is a former schoolteacher and Associate Professor (Teaching) at the Centre for Educational Leadership, IOE.

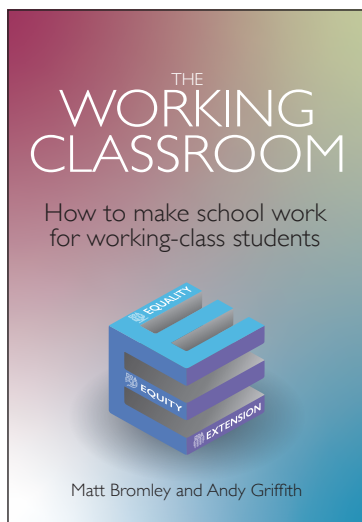
Greg Ross is an Associate Professor (Teaching) at the UCL Centre for Educational Leadership, IOE.

"Brilliant professional learning in action!"  
- Mick Waters, educationalist and author

978-178583705-0  
£34.99

CAN \$49.95 • US \$39.95  
220 x 160 mm

13 x A5 cards, 68 x A6 cards, 1 x A5 booklet 24pp  
card set • ebook  
US/CAN due February 2024



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

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

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

**- Pooky Knightsmith,  
keynote speaker**

## The Working Classroom

### How to make school work for working-class students

Matt Bromley and  
Andy Griffith

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

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

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

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

978-178583698-5

£18.99

CAN \$29.95 • US \$24.95

234 x 156 mm

288 pages

paperback • ebook

US/CAN due March 2024

## Leading Maths

The essential guide for new and aspiring maths leaders

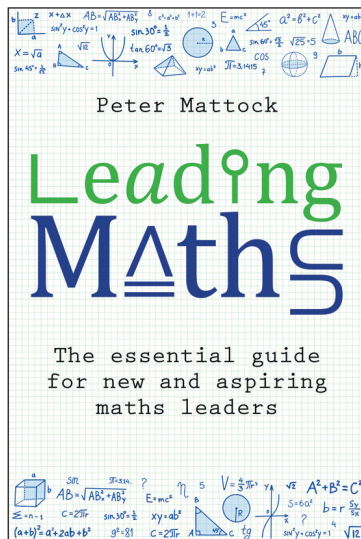
Peter Mattock

Offers practical guidance and advice on how to approach maths leadership and explores the challenges and rewards that come with this unique role.

Leading maths at any school is a unique challenge and comes with pressures not experienced in many other subject areas. The relatively abstract nature of the subject content, combined with the contrasting societal and parental attitudes to mathematics, can complicate communication and stifle progress. Most pupils and parents will recognise the importance of maths but many feel it's perfectly acceptable to be "no good" at it. Leading maths in schools is about managing these contradictions and getting the very best out of every teacher and pupil.

Offering a fresh perspective and practical strategies for maths teachers and leaders at any level, *Leading Maths* explores how to make the most of a maths leadership role and manage the daily pressures and demands that come with it. Backed up by specific examples from fifteen years of experience leading maths, Peter Mattock goes on to examine the more long-term, strategic view of maths leadership, including how leaders can work with their teams to develop high quality mathematics teaching and learning for all pupils. .

An essential guide for current, new, or aspiring maths leaders.



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

"A vital read for anyone in maths leadership."

**- Lisa Coe, former Trust-wide Primary Maths Lead**

978-178583697-8

£16.99

CAN \$27.95 • US \$22.95

234 x 156 mm

152 pages

paperback • ebook

US/CAN due March 2024



Leonie Briggs is a science teacher, STEAM lead, STEM Ambassador, CREST Assessor and Director of Amazelab. She was awarded 'Outstanding New STEM Ambassador' at the 2022 STEM Inspiration Awards, and was nominated for the Global Teacher Prize 2021 and National Teaching Awards 2022. Her passion and motivation to inspire a new generation is clear for all to see. Leonie takes a fun and creative approach to all things STEAM in a mission to make it accessible to all.

## Make Your Own Rainbow

### A colourful approach to all things STEAM

Leonie Briggs

An engaging book that identifies creative, fun and easy ways to explore STEAM (science, technology, engineering, arts and maths) subjects using the colours of the rainbow to inspire and enthuse young learners.

Why not spend your day creating your very own rainbow? Looking to add some STEAM to your day, but unsure of the best way to do it? Dive into this creative STEAM book to spark young people's interest in a simple, safe and cost-effective way. Leonie provides a colourful approach to teaching tricky subjects, ranging from colour and chemical reactions to photosynthesis, with many more in between.

*Make Your Own Rainbow* is a compilation of fun, easy, creative and effective activities for teachers of both primary and secondary school children, ideas that parents and carers can also enjoy at home. The aim of this book is to inspire young people to discover, interact with and enjoy STEAM subjects and in doing so, to help them develop a life-long love of these topics.

Suitable for teachers, community group leaders, parents and carers with an interest in STEAM subjects.

978-178583690-9

£19.99

CAN \$30.95 • US \$25.95

297 x 210mm

150 pages (est)

paperback • ebook

UK due October 2024

US/CAN due February 2025

# Restorative Practice at Work

Six habits for improving relationships in healthcare settings

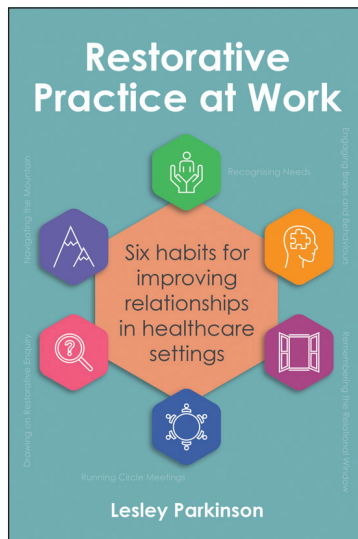
Lesley Parkinson

Demonstrates how anyone working in healthcare can draw on restorative practice to develop six habits that improve relationships and help to foster compassionate and inclusive workplace cultures.

Restorative practice is emerging in healthcare settings and systems as a highly effective means of improving relationships and enabling positive change. It consists of a set of theories, principles, skills and processes that shape our thinking around the way we interact with others. When restorative practice is adopted consistently within and between teams, it becomes 'the way we do things round here', a set of restorative practice 'habits' that we all recognise, use and refer to.

*Restorative Practice at Work* identifies a set of six complementary habits which will help to change and improve everyday communications, conversations and accountability in healthcare. These habits demonstrate how restorative practice can help to improve day-to-day communications, in the form of behaviour, language and conversations, ease some of the daily challenges faced in healthcare and foster more effective working relationships, potentially leading to improvements in patient care and patient safety.

Suitable for NHS leaders, managers, clinicians and staff and those in other healthcare settings such as researchers, academics, HR professionals and educators.



As Executive Director at Restorative Thinking, **Lesley Parkinson** supports a restorative education for all (including pupils, children, parents and carers, workforce professionals, young and adult offenders), promoting key life skills in restorative practice via training programmes and consultation.

"A thoughtful, reflective and highly practical guide to facilitating contentedness and effectiveness in the workplace."

**- Prof Anthony Kessel, Clinical Director, NHS England**

978-178583689-3

£17.99

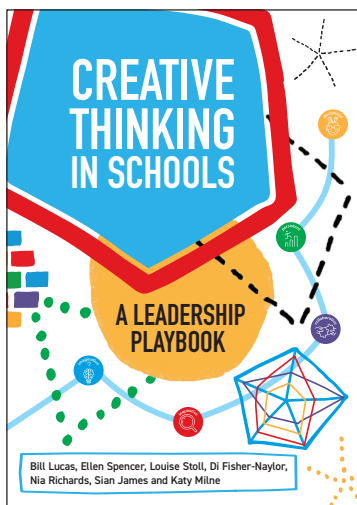
CAN \$28.95 • US \$23.95

234 x 156 mm

176 pages

paperback • ebook

US/CAN due December 2024



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

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

**Dr Louise Stoll** is Professor of Professional Learning at the UCL Centre for Education, IOE and an international consultant.

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

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

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

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

## Creative Thinking in Schools

### A Leadership Playbook

Bill Lucas, Ellen Spencer, Louise Stoll, Di Fisher-Naylor, Nia Richards

Sian James and Katy Milne

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

Forewords by Professor Dame Alison Peacock and Andreas Schleicher.

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

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

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

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

978-178583684-8

£24.99

CAN \$39.95 • US \$34.95

297 x 210 mm

176 pages

paperback • ebook



## Changing Perceptions Deciphering the language of behaviour

Graham Chatterley

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

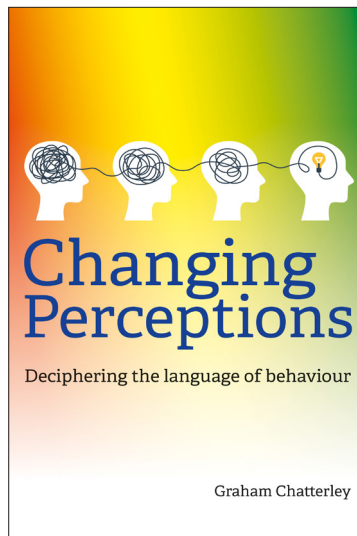
This timely book moves the dial on the perception of challenging behaviour in schools. De-escalation is important but it is only part of the process: if we really want to change behaviour, we have to understand it.

The causes of poor behaviour are many and varied: fear, stress, anxiety and the feeling of being overwhelmed can all take their toll. *Changing Perceptions* examines the motives behind challenging behaviour and the consequences that come with it, detailing ways in which these situations can be managed calmly and consistently. Better understanding and empathy can make children feel safer, build their trust, develop belonging and consequently create more effective learners in the classroom.

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

"Utilising the most contemporary research, supplying a coherent narrative and exploring the lived experiences of families, children and young people, this book is an essential read for everyone working in the education community."

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



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

978-178583675-6

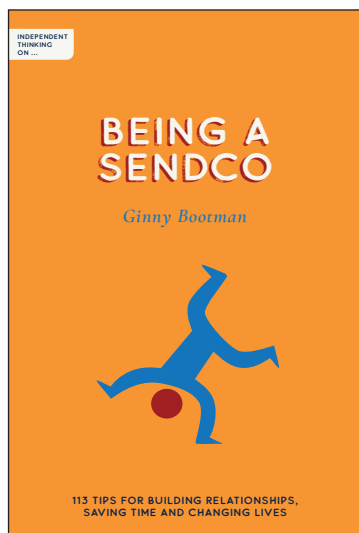
£17.99

CAN \$28.95 • US \$23.95

234 x 156mm

290 pages

paperback • ebook



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

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

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

## Independent Thinking on Being a SENDCO

113 tips for building relationships, saving time and changing lives

Ginny Bootman

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

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# Opening Doors to Ambitious Primary English

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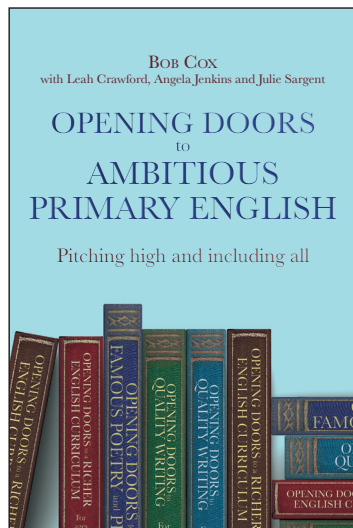
Provides both big principles and a toolkit of strategies all carefully selected to support the design of a deeper, more creative and more expansive English curriculum.

*Opening Doors to Ambitious Primary English* explains and models top quality ways of thinking, planning and teaching. The resources, case studies and authors' innovative ideas on theory will help you to make primary English vibrant, creative and challenging in your school. It also provides frameworks and principles for any school wishing to be more ambitious in developing pupils' speaking, listening, reading, writing and thinking with a greater sense of curiosity and more originality.

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"If you are looking to open doors for all young people and to help them appreciate high-quality texts, and produce their own, then look no further."

– **Professor Teresa Cremin, The Open University**



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

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

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

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

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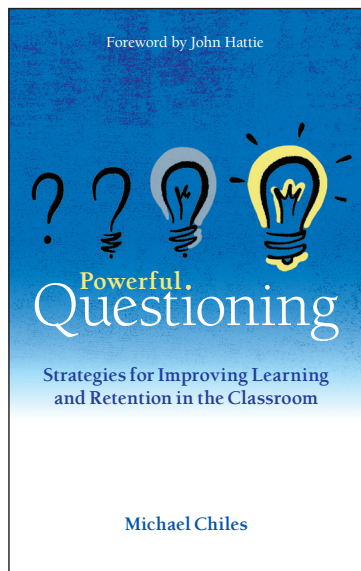
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An experienced school leader and principal examiner, **Michael Chiles** has been teaching for over 15 years. He has delivered training both nationally and internationally, supporting teachers in their approaches to implementing effective assessment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

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

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

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## That Behaviour Book

The simple truth about  
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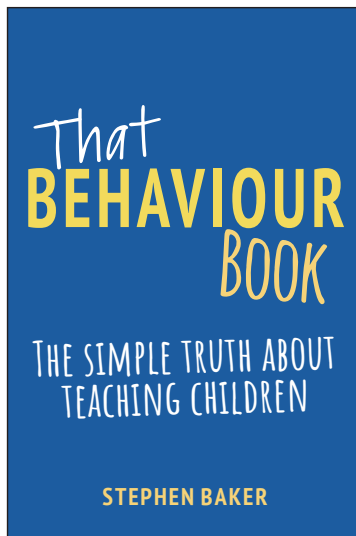
Stephen Baker

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

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

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

Suitable for all teachers.



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

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

- **Paul Tinsley, Interim Assistant Director of Education, Calderdale**

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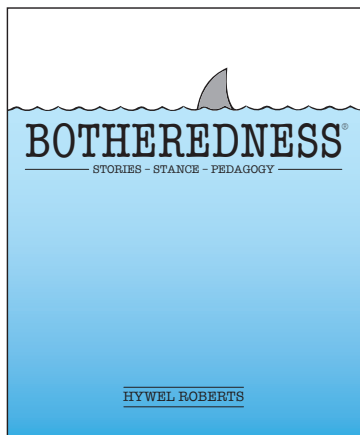
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Hywel Roberts has taught in secondary, primary and special settings for almost 30 years. A true Northerner, Hywel deals in botheredness, creative practice, curriculum development and imagineering. He was recently described as 'a world leader in enthusiasm'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

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# Test-Enhanced Learning

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Kristian Still

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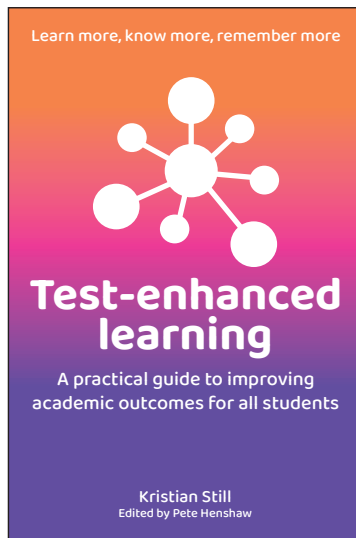
Detailing the most up to date research into improving learning and retention, it takes us on a journey into test-enhanced learning, spaced retrieval practice, motivation, metacognition and personalisation. In so doing, the book provides a blueprint for all teachers and schools to improve the academic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

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

Suitable for all teachers in all settings.

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

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



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

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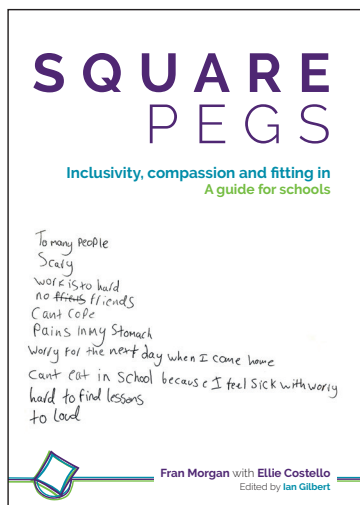
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Fran Morgan founded Square Peg in 2019, following her own daughter's struggles in the education system, having seen clear evidence that there were (and still are) a growing number of square pegs. After 14 years working in this field to support other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

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

## Square Pegs

### Inclusivity, compassion and fitting in – a guide for schools

Fran Morgan with  
Ellie Costello

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

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

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

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

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

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## Conceptual Maths

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

Peter Mattock

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

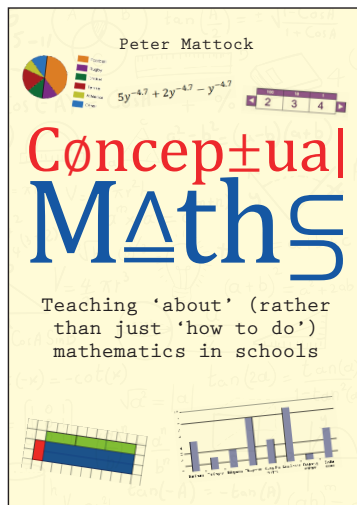
This book explores how a variety of visual tools and techniques can be used in the classroom to deepen pupils' understanding of mathematical structures, concepts and operations, including: number; addition and subtraction; multiplication and multiples; division and factors; proportionality; functionality;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

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

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

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

- Lisa Coe, Primary Maths Lead for Inspiration Trust



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

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