



Crown House Publishing

New Releases 2022/23

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New 4

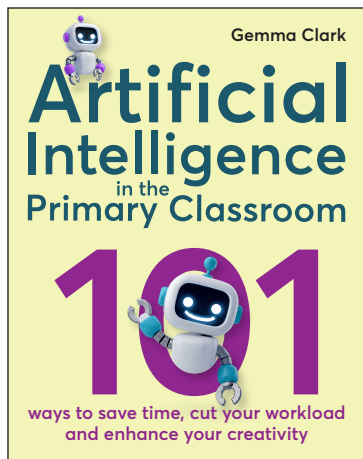
Distributors 40

Key



– This is an Independent Thinking Press title

If you wish to see our education, business and personal development or therapy and health catalogues, please email: books@crownhouse.co.uk
Or visit our website www.crownhouse.co.uk to see our full range of titles.



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.

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) undoubtedly sparks debate among teachers. Questions arise about the trajectory of this new technology: where will it take us?; how will we differentiate between student-authored work and AI-generated content?; 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 an integral part of our reality, and Gemma Clark firmly believes that embracing its potential is in our best interests.

In an era defined by technological advancements, *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. It showcases how AI-powered tools can alleviate administrative burdens, enabling teachers to focus more on crafting personalised and imaginative lessons that resonate with young minds.

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
 170 pages (est)
 paperback • ebook
 UK due February 2024
 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 for teachers to use to 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 to be successful: vision, effort, systems, practice and attitude. When it comes to achieving academic success, these these characteristics are crucial. The ability of students to have a vision, commit the effort, be organised, practise and revise well and have a positive attitude and good work ethic are vital to their success.

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

The VESPA Handbook

40 new activities
to boost student
commitment,
motivation and
productivity

Steve Oakes and Martin Griffin

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.

978-178583710-4

£19.99

CAN \$34.95 • US \$29.95

215 x 155 mm

220 pages (est)

paperback • ebook

UK due February 2024

US/CAN due June 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 \$30.95 • US \$25.95

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

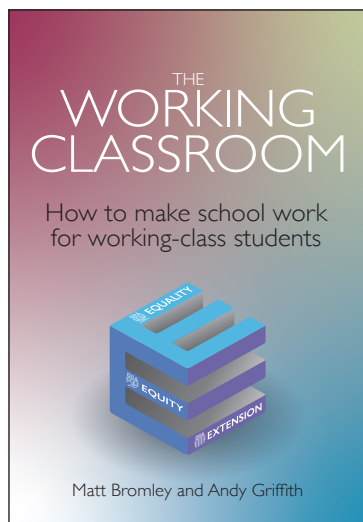
£34.99

CAN \$49.95 • US \$39.95

215 x 155 mm

13 x A5 cards, 68 x A6 cards, 1 x A5 booklet 24pp
card set • ebook

US/CAN due January 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

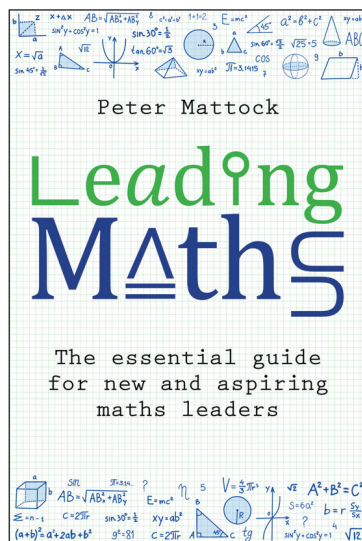
Peter Mattock

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

144 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 2023

US/CAN due February 2024

Restorative Practice at Work

Six habits for improving relationships in healthcare settings

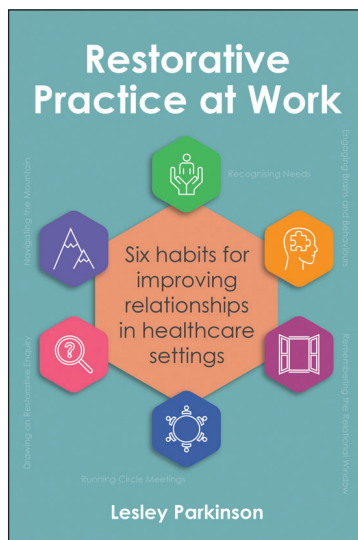
Lesley Parkinson

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

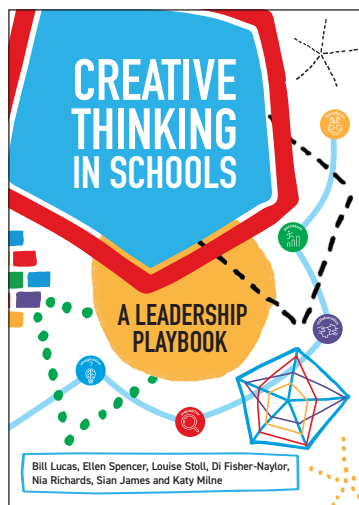
CAN \$28.95 • US \$23.95

234 x 156 mm

151 pages

paperback • ebook

US/CAN due December 2023



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

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

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

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

US/CAN due October 2023

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.

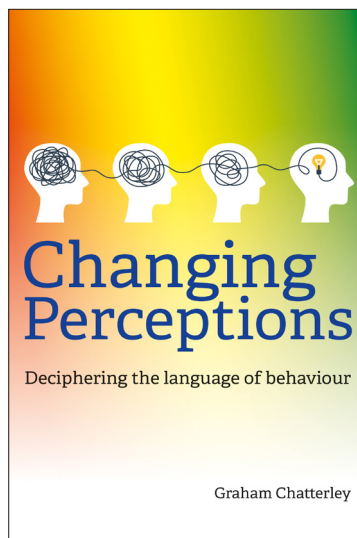
This timely book moves the dial on the perception of challenging behaviour in schools. De-escalation is important but it is only part of the process: if we really want to change behaviour, we have to understand it.

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

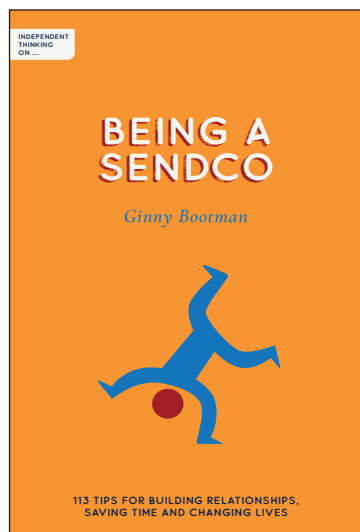
CAN \$28.95 • US \$23.95

234 x 156mm

282 pages

paperback • ebook

US/CAN due October 2023



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.

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.

Independent Thinking on Being a SENDCO is designed to help you become a compassionate, honest and determined SENDCO, combining your professionalism with empathy, the ability to listen properly and a desire to understand what the lives of others are like and how you can help. It is a book full of tips that will save you time and energy, useful hacks to help you overcome obstacles and bumps in the road, and proven strategies that will benefit your relationships.

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

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

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

978-178135424-7

£11.99

CAN \$17.95 • US \$16.95

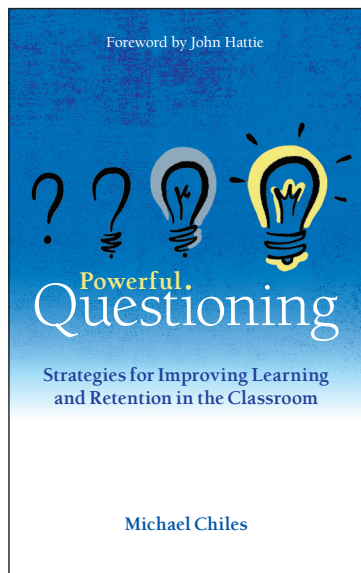
198 x 126mm

134 pages

paperback • ebook

US/CAN due September 2023





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.

Powerful Questioning Strategies for improving learning and retention in the classroom

Michael Chiles

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

Foreword by John Hattie.

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

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

Essential reading for all teachers and school leaders.

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

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

978-178583596-4

£14.99

CAN \$26.95 • US \$21.95

216 x 135mm

167 pages

paperback • ebook

US/CAN due August 2023

That Behaviour Book

The simple truth about
teaching children

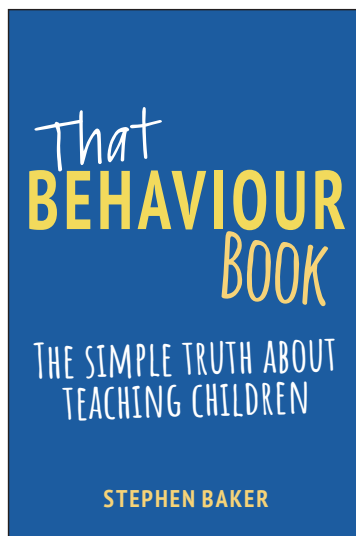
Stephen Baker

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

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

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

Suitable for all teachers.



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**

978-178583668-8

£17.99

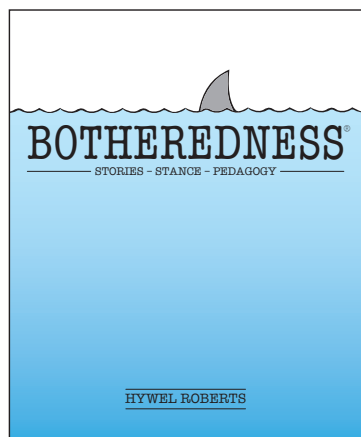
CAN \$28.95 • US \$23.95

234 x 156mm

192 pages

paperback • ebook

US/CAN due July 2023



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

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

- David Cameron, The Real David Cameron Ltd

Botheredness®

Stories, stance and pedagogy

Hywel Roberts

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

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

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

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

978-178135409-4
£18.99
CAN \$27.95 • US \$22.95
222 x 182mm
299 pages
paperback • ebook



Test-Enhanced Learning

A practical guide to improving academic outcomes for all students

Kristian Still

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

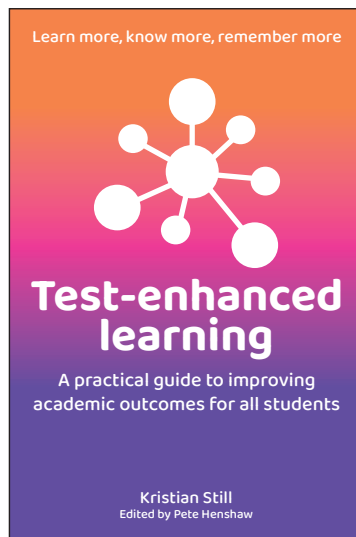
Detailing the most up to date research into improving learning and retention, it takes us on a journey into test-enhanced learning, spaced retrieval practice, motivation, metacognition and personalisation. In so doing, the book provides a blueprint for all teachers and schools to improve the academic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

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

Suitable for all teachers in all settings.

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

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



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.

978-178583658-9

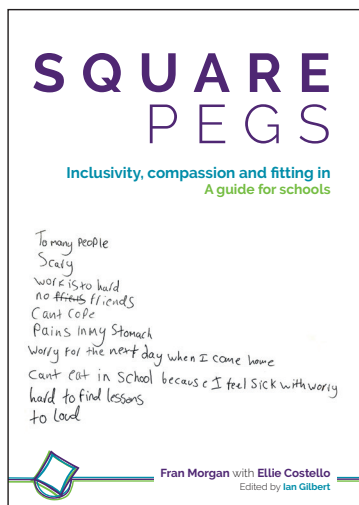
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Fran Morgan founded Square Peg in 2019, following her own daughter's struggles in the education system, having seen clear evidence that there were (and still are) a growing number of square pegs. After 14 years working in this field to support other 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*

978-178135410-0
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CAN \$39.95 • US \$34.95
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376 pages
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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.

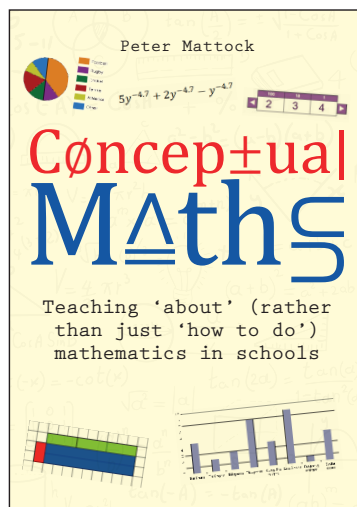
This book explores how a variety of visual tools and techniques can be used in the classroom to deepen pupils' understanding of mathematical structures, concepts and operations, including: number; addition and subtraction; multiplication and multiples; division and factors; proportionality; functionality;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

978-178583599-5

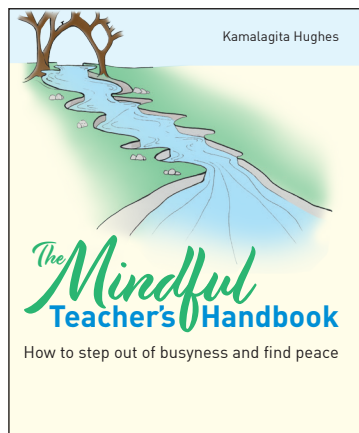
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Kamalagita Hughes has been practicing mindfulness for 25 years and teaching it for 15. She is a qualified teacher and lecturer with substantial experience in the classroom and in teacher training, further education and higher education. Kamalagita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

The Mindful Teacher's Handbook

How to step out of busyness and find peace

Kamalagita Hughes

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

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

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

Suitable for teachers, teaching assistants and school leaders.

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

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

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CAN \$27.95 • US \$22.95

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A Curious Curriculum

Teaching foundation subjects well

Claire Banks and
Mick Waters

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

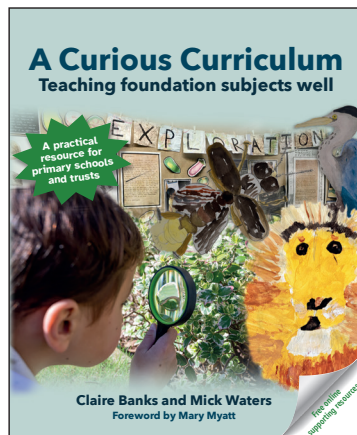
Foreword by Mary Myatt.

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

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

“A powerful, hard-hitting book about how we ensure that the curriculum truly inspires curiosity and challenge in primary-aged learners.”

- Dame Alison Peacock, DL, Chief Executive, Chartered College of Teaching



Before becoming director of education for The Olympus Academy Trust, a cross-phase multi-academy trust in north Bristol, **Claire Banks** was a head teacher for nine years in an inner-city primary school. Throughout her career she has been interested in social and emotional learning and school climate, which has led to her work on leadership culture. Claire now works on curriculum design and school improvement in a system leadership capacity, offering school-to-school support to school trusts.

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

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£24.99

CAN \$39.95 • US \$34.95

222 x 182mm

368 pages

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

Tiny Voices Talk Education, Engagement, Empowerment

Toria Bono

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

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

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

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

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

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

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Independent Thinking on Nature-Based Learning

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

Alexia Barrable

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

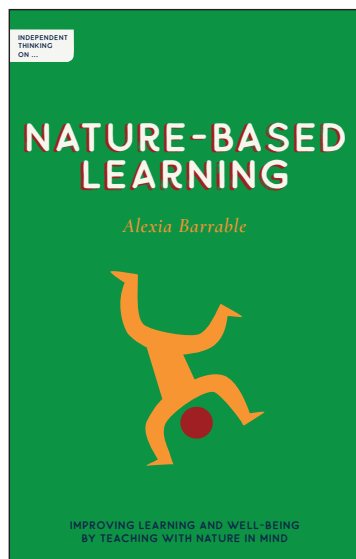
Foreword by Ian Gilbert.

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

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

"A highly readable, useful summary of why nature matters and its positive impact... essential reading for any educator that places health and well-being at the heart of their curriculum."

– **Juliet Robertson, author of *Dirty Teaching* and *Messy Maths***



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

978-178135408-7

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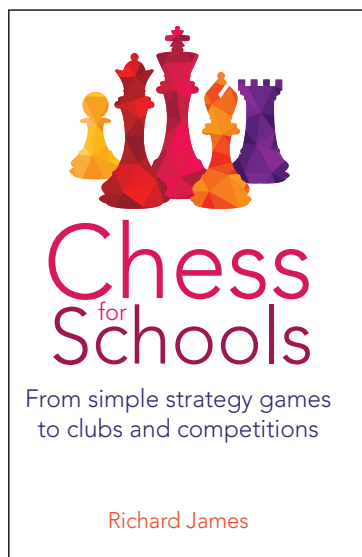
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198 x 126mm

264 pages

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

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

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

Chess for Schools

From simple strategy games to clubs and competitions

Richard James

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

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

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

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

978-178583597-1
£16.99
CAN \$27.95 • US \$23.95
234 x 156mm
224 pages
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Outside Chance (Don't Doubt the Rainbow 2)

Anthony Kessel

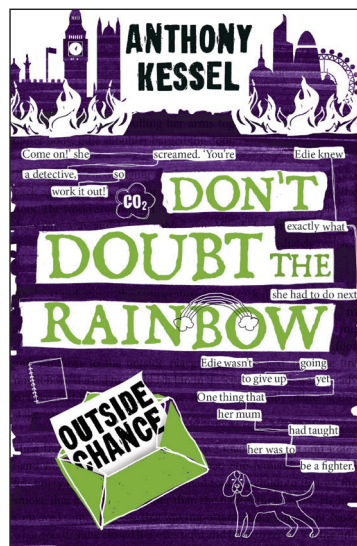
The second book in the Don't Doubt the Rainbow series, *Outside Chance* is a fast-paced YA thriller in which teen detective Edie Marble is tasked with solving four very different but equally puzzling mysteries.

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

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

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

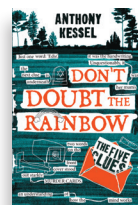
Reading age 11+.



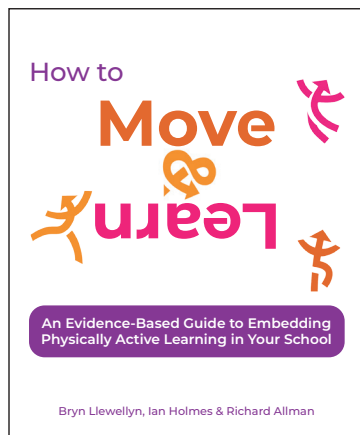
Professor Anthony Kessel is a public health physician, academic and author. Since 2019 Anthony has been working in a national role as Clinical Director (National Clinical Policy) at NHS England and NHS Improvement. Anthony is an international authority on public health, a Trustee director of BookTrust,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

Also in the series:
The Five Clues
(Don't Doubt the Rainbow 1)

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

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

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

How to Move & Learn

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

Bryn Llewellyn, Ian Holmes and Richard Allman

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

Foreword by Dr Andy Daly-Smith.

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

"A joyous piece of work that gives us a sneaky peak into just how enriching a curriculum can be."

– **Chris Dyson, Deputy CEO, Create Partnership Trust**

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£16.99
CAN \$27.95 • US \$22.95
222 x 182mm
152 pages
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40 Ways to Diversify the History Curriculum

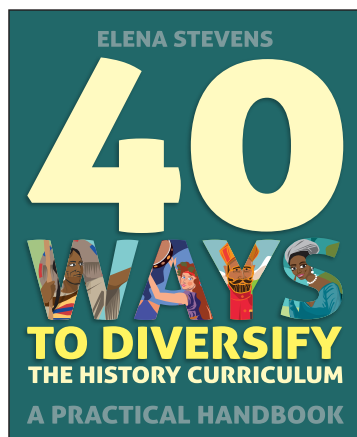
A practical handbook

Elena Stevens

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

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

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



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

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

– **Dr Debra Kidd, author and teacher**

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

The Birmingham Book

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

Colin Diamond

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

Foreword by Mick Waters.

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

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

Suitable for teachers, school leaders, governors and policymakers.

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

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

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Bringing Forth the Bard

A guide to teaching Shakespeare in the English classroom

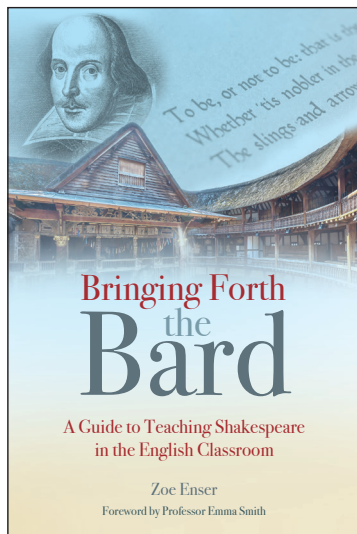
Zoe Enser

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

Foreword by Professor Emma Smith.

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

Suitable for teachers of English in all phases.



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

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

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

978-178583629-9

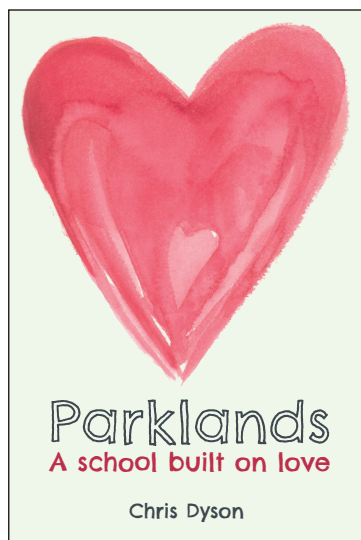
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Chris Dyson was the proud head teacher of Parklands Primary School in Seacroft, Leeds for over eight years. Having been raised in a single-parent household, receiving free school clothes and free school meals himself, Chris' connection between his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

Parklands

A school built on love

Chris Dyson

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

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

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

An uplifting read for all teachers and school leaders.

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

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The Wolf was Not Sleeping (Police Care UK edition)

Avril McDonald

Illustrated by Tatiana Minina;
With a foreword from His
Royal Highness Prince William

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

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

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

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

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

- HRH Prince William.



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

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

978-178583574-2

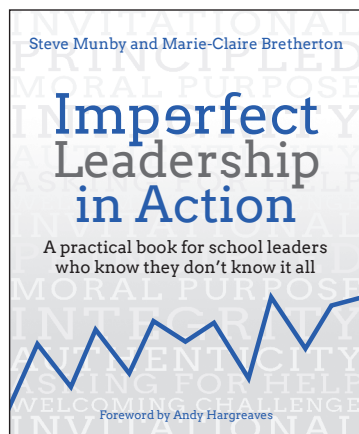
£7.99

CAN N/A • US N/A

297 x 210mm

32 pages

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

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

Imperfect Leadership in Action

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

Steve Munby and Marie-Claire Bretherton

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

Foreword by Andy Hargreaves.

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

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

"Imperfect Leadership in Action will be a constant and reassuring guide for many in our schools."

– Rt Hon Baroness Estelle Morris, former Secretary of State for Education

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Terence Watts

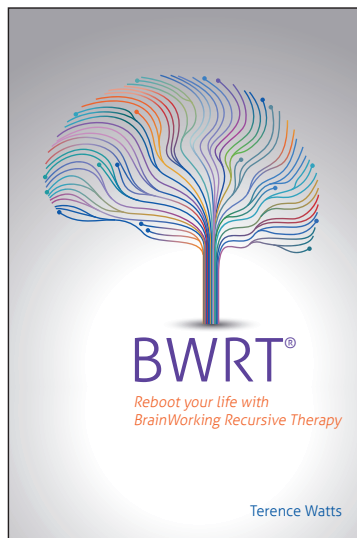
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BWRT is a completely personalised therapy that is customised specifically to the way your brain and mind work, and is scripted in such a way as to enable you to overwrite any problem you're experiencing with new thinking.

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

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

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



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

"The book truly contains the possibility to change your life in deep and profound ways."

– **Dr Tony Fitzgerald, PhD, founder of Predicting Better**

978-178583598-8

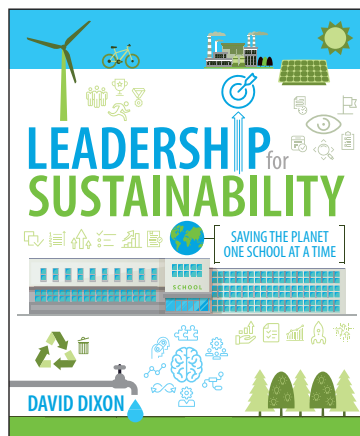
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CAN \$22.95 • US \$18.95

234 x 156mm

196 pages

paperback • ebook



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

Leadership for Sustainability

Saving the planet one school at a time

David Dixon

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

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

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

Suitable for school leaders, teachers and teacher trainers.

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

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

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272 pages
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A Head Full of Ethos

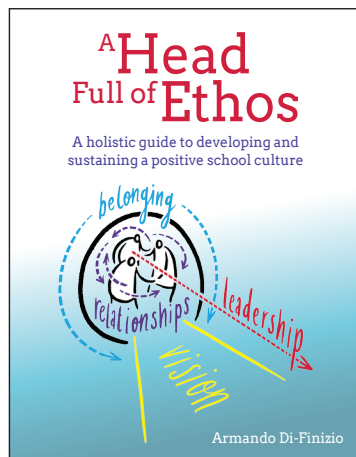
A holistic guide to developing and sustaining a positive school culture

Armando Di-Finizio

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

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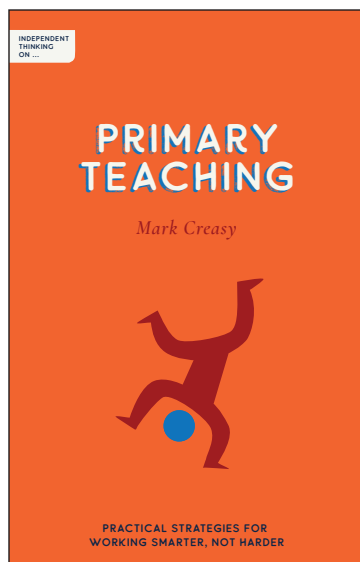
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Twice a chief education officer – once in Oxfordshire and once in Birmingham, each time for 10 years – and leader of the London Challenge, **Tim Brighouse** says he has learned from most of his many mistakes as a teacher, teacher educator and administrator.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

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