Welcome...

Welcome to our 2016 Education catalogue in which we’re highlighting our new and recent bestselling titles. We never forget that you, our authors and readers, are the foundation of SAGE’s successful publishing programme. In a time of continued change in UK teaching and schools, SAGE is committed to supporting all student teachers, their tutors and mentors, those already working in settings, and anyone studying and researching education. Every one of our publications is intensively researched and peer-reviewed to ensure they meet student and tutor needs. In order to offer flexible ways to read our content, we ensure our books are available as ebooks and are proud to also provide online materials to further support students and tutors using our key textbooks.


While highlighting our latest publications, we do of course have a huge range of titles not included in this catalogue so make sure you have a look round our website. Why not start with our new dedicated Education page (sagepub.co.uk/Education), on which we’ll be profiling new books, sharing news and thoughts from authors and conferences we attend, as well as highlighting the latest research.

We thank you for your commitment and dedication to writing and using books that ensure students and practitioners feel confident and supported throughout their careers, and we look forward to seeing you at key conferences and events in the coming year.

The SAGE and Learning Matters Team
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Key new titles

2. Wyse & Rogers: A Guide to Early Years and Primary Teaching
3. Newell: Key Ideas in Primary Mathematics
5. Caldwell & Smith: Teaching Computing Unplugged in Primary Schools
6. Palaiologou: The Early Years Foundation Stage, Third Edition
Early Childhood & Early Years

NEW EDITION!

THE EARLY YEARS FOUNDATION STAGE

Theory and Practice

Third Edition

Edited by Ioanna Palaiologou Canterbury Christ Church University

Praise for the previous edition:

The Second Edition by Palaiologou is a must-have. The Early Years Foundation Stage contains over 300 pages of policy, pedagogy, practice and the areas of learning and development in revised EYFS across an early years arena. The book links theory to practice impeccably through hands-on case studies and activities which makes the reading enjoyable and practical. An excellent resource for students studying for their foundation degree in Early Childhood Education

- Mrs Paivi Valtonen, Grimsby Institute of Further and Higher Education

The new edition of this bestselling textbook continues to provide comprehensive coverage of the revised Early Years Foundation Stage (EYFS) curriculum, and is the ideal companion for anyone undertaking any Early Years or Early Childhood Studies course, or those working towards Early Years Teacher Status (EYTS).

The Third Edition now includes 5 new chapters on:
- International Perspectives on Early Childhood Education and Care
- The Issue of Professionalism
- Pedagogical Documentation
- Using the Outdoor Environments in Early Childhood Pedagogy
- The Role of Digital Technologies in the Early Years

This book further supports students with outstanding learning features including:
- a companion website with weblinks, free SAGE journal articles, extended case studies and annotated further readings
- chapter roadmaps to identify what each chapter will cover at a glance
- case studies in each chapter to help students link theory to practice
- ‘Reflection Points’, ‘Reflective Tasks’ and ‘Points for Discussion’, to help students critically reflect on how the chapter can be applied to their personal and professional development
- suggestions for further reading directing students to external resources to help deepen their understanding.

CONTENTS


March 2016 • 504 pages
Cloth (9781473908208) • £24.99
Paper (9781473908208) • £22.99

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EARLY YEARS PRACTICE

For Educators and Teachers

Elaine Hallet

I would recommend this book to students and trainees who wish to extend their knowledge and understanding of early years practice beyond level 3. This book is accessible, up to date and focuses on translating theory into practice, incorporating the essential higher order skill of reflection. The pedagogical foundations within place children firmly at the centre, whilst acknowledging the highly influential early years practitioner in the wider context of family, community and inclusive practice

- Sarah Barton, Senior Lecturer and EY ITT Programme Leader, School of Education and Continuing Studies, University of Portsmouth

This core textbook is ideal for anyone studying to become an early years teacher or educator, or studying on an early years degree, and will guide them through what it means to be an early years professional. With links to the NCTL Teachers’ Standards, and including questions for reflection, stories from practice and staggered annotated further reading, this book will help students:
- understand how children learn and develop
- engage with the curriculum and the practice of teaching
- learn more about the structure and reality of early years provision and practice for children aged from 0–8 years
- develop ways to reflect upon practice
- develop professional skills and attributes needed to take a leading role
- understand how to apply all of this to practice.

CONTENTS

Part I: Foundations for Early Years Practice / The Reflective Early Years Professional / Understanding Children / Early Years Provision in Practice / Early Years Education and Learning / Part II: Early Years Education / Playful Learning / Early Language and Literacy / Creative Children / Children Exploring / Part III: Joined-Up Early Years Practice / Partnership Practice with Parents and Families / Inclusive Early Years Practice / Researching Early Years Practice / Leading Early Years Practice

January 2016 • 216 pages
Cloth (9781446298701) • £65.00
Paper (9781446298718) • £22.99

sagepublishing.com
NEW EDITION!

CHILD OBSERVATION FOR EARLY CHILDHOOD

Third Edition
Ioanna Palaiologou
Canterbury Christ Church University

This is a key text for all those studying for degrees and foundation degrees in early childhood, early years and related disciplines and for Early Years Teacher candidates. It enables students to appreciate and understand the central role of observation for understanding, planning for and educating early years children. This new Third Edition has been updated in line with recent policy and legislation changes and includes:

- a new first chapter to help students to understand the context of early childhood in England and elsewhere
- an exploration of the essential elements of child observation that are important across the world
- new international case studies
- a research chapter that has been re-written to improve its accessibility to students
- more case studies throughout to link theory to practice.

EARLY CHILDHOOD STUDIES SERIES

NEW EDITION!

EFFECTIVE ASSESSMENT IN THE EARLY YEARS FOUNDATION STAGE

Second Edition
Jan Dubiel
Early Excellence

How we assess our youngest children is a vital part of early years practice. The new edition of Jan Dubiel’s bestselling book offers a clear explanation of the role of assessment in the revised Early Years Foundation Stage (EYFS), and step-by-step guidance for those working with children from birth to five years on making and recording observations in practice. Updated throughout, the Second Edition now features:

- a brand new chapter on The Baseline Assessment
- a companion website including access to SAGE journal articles, child observation videos and examples of completed assessments
- more information on how to involve babies and younger children in assessment
- detailed guidance on the new Integrated Health and Education check at two.

This book continues to help students and practitioners develop an evidence-based understanding of assessment and an appreciation of what constitutes effective assessment in early years settings.

CONTENTS
Introduction – Reclaiming Assessment / Why is Assessment Important? / What are the Purposes of Assessment? / Significance and Signifiers of Child Development / The Intuitive Professional / Establishing Eight Principles for Effective Early Years Assessment / Assessment in Practice / Assessment in the Early Years Foundation Stage / The 2-Year-Old Progress Check / The Early Years Foundation Stage Profile / The Baseline Assessment 2015 Onwards

NEW EDITION!

UNDERSTANDING EARLY YEARS POLICY

Fourth Edition
Damien Fitzgerald and Janet Kay
both at Sheffield Hallam University

Now in its Fourth Edition, this bestselling textbook continues to provide fully updated coverage of all the latest developments in early years policy such as the revised Early Years Foundation Stage (EYFS), SEND Code of Practice 0-25 years and the Children and Families Act 2014. Exploring how policy is made, implemented, analyzed and developed over time, this book presents a complete overview of early years policy and an evaluation of its ongoing impact on practice.

This Fourth Edition has been significantly updated to include:

- full coverage of the 2010-2015 UK Coalition Government
- a comprehensive timeline of Early Years policy
- guidance on how to research policy for yourself, equipping students to deal with future policy changes
- more international case studies, now including the US and Scandinavia
- new material on how to manage policy changes as a practitioner
- an expanded focus of the devolved countries within the UK.

This text is an essential read for early years students at all levels, as well as early years practitioners.

CONTENTS

Available as inspection copy for lecturers
Violin and cello section:  

A combination of strings and percussion creates the perfect backdrop for our virtuosos to showcase their talent in the 45-minute classical performance.
The new edition of this book continues to provide trainees and teachers of every child's development. Learning to read is an exciting and vital part of every child's development. The new edition of this book continues to provide trainees and teachers of every child's development. The Sociology of Children, Childhood and Generation provides a thought-provoking and comprehensive account of the connections between the macro worlds of childhood and the micro worlds of children's everyday lives. Examining children's involvement in areas such as the labour market, family life, education, play and leisure, the book provides an effective balance between understanding childhood as a structural phenomenon, and recognizing children as meaning makers actively involved in constructing, co-constructing and reconstructing their everyday lives. Through the concept of 'generagency', Madeleine Leonard offers a model for examining and illuminating how structure and agency are activated within interdependent relationships influenced by generational positioning. This framework provides a conceptual tool for thinking about the continuities, challenges and changes that impact on how childhood is lived and experienced.

### CONTENTS

- Introduction / Becoming and Being - Developments in the Sociology of Childhood / Macro Childhoods - Prioritising Structure / Micro Childhoods - Prioritising Agency / From Rights to Citizenship - Transformations and Constraints / Bridging Structure and Agency - Bringing in Inter-generancy and Intra-generancy / Conclusion - Blurred Boundaries

December 2015 • 164 pages

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## Teaching Early Reading and Phonics

### Creative Approaches to Early Literacy

**Second Edition**

**Kathy Goouch**  
Canterbury Christ Church University and Andrew Lambirth  
University of Greenwich

Learning to read is an exciting and vital part of every child’s development. The new edition of this book continues to provide trainees and teachers with a broad understanding of teaching reading and phonics, and equip them with the skills necessary to face the reality of the early years classroom in order to meet the needs of individual children. With vital information on constructing relationships with the young readers, and how to plan phonics within a rich, interactive and playful literacy pedagogy, the Second Edition now includes:

- a brand new chapter on babies and early reading
- more information on language acquisition and how children learn
- a discussion of children with SEN
- an appreciation for the rise of digital technologies in relation to reading.

November 2016 • 168 pages

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## Talking and Learning with Young Children

### A Developmental Perspective

**Michael Jones**  
Independent Consultant

Children learn to talk through interaction including involvement in many thousands of conversations with adults and other children. These conversations provide the framework for exploring relationships, understanding the world, and learning - in its widest sense. This book explores how children learn to communicate using language, how they use language to learn and the role of adults in the process. It examines how adults can support children to learn by involving them in positive interactions, meaningful conversation and by helping them play, explore and talk with each other. The book includes:

- examples of children and adults talking and learning together
- case studies of successful approaches that support language and learning in early years settings
- points for reflection and practical tasks.

Informing by the author’s own experience working with young children, families and practitioners, and from his involvement in the England-wide Every Child a Talker (ECaT) project, it links key research findings with successful practice to inspire practitioners to develop skills when talking with children, influence how adults plan for talk in settings and gain insight into how language develops in the home.

### CONTENTS


November 2015 • 216 pages

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## Exploring Science with Young Children

### A Developmental Perspective

**Terry Russell**  
University of Liverpool and **Linda McGuigan**

Science in the early years is about more than developing understanding of key scientific concepts. It is about encouraging imagination, creativity and curiosity, and nurturing key scientific skills to form a firm base for learning. Understanding how best to do this for young children aged 3-7 is the focus of the book.

By concentrating on practical and naturally occurring experiences the authors look at meeting the needs of the curriculum with children at the centre of their own learning. Chapters look at how to work with children to:

- find out and develop their own ideas
- get them inquiring scientifically
- use evidence to support their views.

This book will really help develop the whole child across the curriculum and make sure they have the skills they need for later learning.

### CONTENTS

- The Nature of Early Years Science / Finding Out Children’s Ideas / Developing Conceptual Understanding in Science / Working Scientifically and Developing Science Inquiry Skills / Encouraging Expression of Ideas / The Uses of Technology to Support Learning / Planning, Assessment and Record Keeping

March 2016 • 208 pages

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QUALITY AND LEADERSHIP IN THE EARLY YEARS
Research, Theory and Practice

Verity Campbell-Barr and Caroline Leeson University of Plymouth

Quality is a term frequently used to describe early years provision without any further explanation of exactly what this 'quality provision' looks like or how it can be achieved.

This book not only unpicks what is meant by the term ‘quality’ in England, across the UK, and beyond, but it does so in the context of how to lead in order to develop and achieve quality.

With chapters covering:
- the global interest in quality
- the broad nature of early childhood leadership
- reflective evaluation and practice.

This book will be of interest to setting and room leaders across the early years as well as students studying early childhood or in early years teacher training.

CONTENTS
Section I: Quality / Why an Interest in Quality / What is Quality? Exploring the Evidence Base / Section II: Leadership / Tracing the Development of Early Years Leadership / Early Years Leaders - All Things to All People / Section III: Implications For Practice / Visions of Quality / Reflecting on Leading Quality Early Years Services

January 2016 • 168 pages
Cloth (9781473906471) • £65.00
Paper (9781473906488) • £22.99

LEARNING WITH NATURE
Embedding Outdoor Practice

Claire Warden Mindstretchers

Learning outside the classroom is a key part of early years and primary practice and is on the rise in settings across the world. This book centres on outstanding outdoor practice and how children can learn and develop in natural environments.

Focusing on children aged from 2-11, this book contains:
- a self-evaluation toolkit for educators to reflect on what they’re doing now and where to develop to be more effective
- examples of practice from around the world and in various environments, including urban settings
- an entire chapter on assessment and planning to help ensure and demonstrate quality of provision.

Looking at all the possibilities and approaches, there are models for practice to suit every setting so that everyone can make outdoor learning part of the core teaching and learning objectives.

CONTENTS
Self-Evaluation of Practice / Characteristics of Outdoor Learning / Learning with Nature / Sharing Values with Parents / Observation, Planning and Assessment / Embedding Practice

September 2015 • 128 pages
Cloth (9781446287453) • £70.00
Paper (9781446287460) • £23.99

FOREST SCHOOL IN PRACTICE

Sara Knight Anglia Ruskin University

Back when Sara Knight started researching and writing about Forest School it was a little-known phenomenon in the UK. Since then, over the past two decades, Forest School has grown and continues to encourage and inspire individuals of all ages to take this innovative approach to outdoor play and learning.

This new and exciting book by Dr Knight draws on the latest research to consider the implementation of Forest School opportunities for children and young people 0-18 years.

In-depth case studies from across the United Kingdom and Ireland explore the variety of nature provision including:
- rural and urban day nurseries for very young children
- state and independent provision for Early Years and Primary Schools
- secondary school intervention strategies for students with special education needs and disabilities
- supporting families with Forest School.

October 2016 • 180 pages
Cloth (9781473948914) • £65.00
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Human Growth and Development is a bestselling introduction to emotional, psychological, intellectual and social development throughout the lifespan. Written for students training in fields such as social work, health care and education, the book covers topics which are central to understanding people whether they are clients, service users, patients or pupils.

Contents:

April 2016 • 272 pages
Paper (9781473916265) • £26.99
Cloth (9781473916258) • £75.00

Safeguarding Across the Life Span

Considering safeguarding across the life span and placing it within a multiagency context, this book gives students a grounding to the key issues in safeguarding today, highlighting the key skills and knowledge necessary for effective practice along the way. It includes reference to the latest legislation, skills for practice, a breadth of contexts and service-user groups, drawing on a range of case studies, activities, reflective questions and recommending reading from across health and social care.

Safeguarding Across the Life Span is divided into sections which cover every stage of life and what it means for safeguarding and law. Locating age-specific concerns in context, it addresses questions of culture, gender and problems frequently encountered in practice.

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Using Multiliteracies and Multimodalities to Support Young Children’s Learning

An exploration of approaches to teaching through multiliteracies, this text helps trainee and practising teachers understand and support learners to enable development of their reading and writing skills.

2014 • 160 pages
Paper (9781446273333) • £75.00
Cloth (9781446273326) • £24.99

Policy Transfer and Educational Change

Improving education through policy learning is an important notion for countries in need of educational reform. However, identifying a successful set of practices and transferring them from one national setting to another is a complex exercise. Drawing from their extensive experience, the authors explore a single case study of policy transfer in India, demonstrating how, and under what conditions, educational reforms can be put into practice successfully and sustainably.

Coverage includes:
• policy learning
• inclusive practices
• school autonomy and school leadership
• India and its system of education.
This book offers a unique, international perspective on educational reform and is a useful resource for teachers, policy makers and postgraduate-level students.

Contents:
India and its System of Education / The Spread of Ideas / Teachers as Professional Learners / School Autonomy and School Leadership / Inclusive Practices / Policy Learning

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Curriculum Development

A Guide for Educators

Curriculum and curriculum issues are at the heart of current debates about schooling, pedagogy and learning. This book will enable practitioners, scholars and academics to understand how to re-design or to suggest changes to curriculum structure, shape and content. Grounded in theory and philosophy, the book also offers practical help in grasping this controversial area.

The authors:
• provide practical planning templates
• support and provoke analysis, discussion and experimentation
• include definitions of key terms and reflective questions
• incorporate practical examples and case material based on their work worldwide on curriculum design and evaluation.

Contents:
Introduction: Curriculum, Teaching, Learning and Assessment / Towards a Curriculum Definition / Aims for the School Curriculum / Four Main Purposes of a National School Curriculum / A Broad and Balanced School Curriculum / Curriculum Content and Design / Curriculum Organisation / Teaching, Learning and Assessment / Curriculum Models.

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New Edition!

Human Growth and Development

Third Edition

Chris Beckett University of East Anglia
and Hilary Taylor Anglia Ruskin University

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Marie Charles and Bill Boyle
both Independent Consultants

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Policy Transfer and Educational Change

David Scott, Mayumi Terano both at Institute of Education, University of London, Roger Slee Victoria University, Melbourne, Chris Husbands and Raphael Wilkins both at Institute of Education, University of London

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Coverage includes:
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Cloth (9781446273296) • £70.00

Available as inspection copy for lecturers
THEORIES OF LEARNING

Debra McGregor Oxford Brookes University and Patricia Murphy The Open University

Closely examining the learning process and demonstrating how different theories support different teaching approaches, this book explores major theories of learning, recent research on the nature of the brain, and how they can be applied in the classroom. Balancing theory with practical implications, the authors present challenging ideas accessibly including:

- influencing learning and the development of understanding through your teaching
- how different perspectives contribute to how we understand learning and the challenges raised by new ideas
- applying learning theory to assessment in order to evaluate current practices
- case studies of learning in a range of contexts across age ranges.

CONTENTS


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WRITE DANCE

Third Edition

Ragnhild Oussoren Education Trainer

Write Dance is an exciting and innovative programme which uses music and movement to introduce handwriting to children. Write Dance movements are designed to help children feel happy and comfortable with their bodies, improving their motor skills and providing a strong foundation for writing.

Ranghild Oussoren developed the approach in Holland 10 years ago and it has gone on to capture the imagination of children and teachers across Europe. This brand new edition combines and refines Write Dance and More Write Dance to bring you the ultimate one-stop Write Dance toolkit!

Restructured and enhanced to make this wonderful resource all the more accessible, it also makes useful links to the UK curricula. A host of extra downloadable material, including videos and podcasts will be available with each book to make implementing Write Dance in your setting simple and time efficient.

November 2016 • 180 pages
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LEARNING THEORIES SIMPLIFIED
...and how to apply them to teaching

Bob Bates Independent Consultant

Written for busy teachers, trainers, managers and students, this 'dip-in, dip-out' guide makes theories of learning accessible and practical. It explores over 100 classic and contemporary learning theorists in an easy-to-use, bite-sized format with clear relevant illustrations on how each theory will benefit your teaching and learning.

Each model or theory is explained in less than 350 words, many with accompanying diagrams, and the 'how to use it' sections, in less than 500 words. Every entry includes:

• do it steps in order to apply the theory or model
• reflection points and challenges to develop your understanding of how to apply it
• analogies and metaphors from which understanding and meaning can be drawn
• tips for the classroom
• suggestions for further reading if you want to explore a theory in greater depth.

CONTENTS

October 2015 • 312 pages
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LET US HEAR THEM SPEAK
Developing Speaking-Listening Skills in English (With CD)

Jayashree Mohanraj
English and Foreign Languages University

Offering a refreshing and unique approach to the techniques of teaching ‘listening and speaking English’ to non-native speakers of the language, this book is the result of a widely felt need among teachers to understand and overcome various challenges involved in teaching of listening and speaking skills in English in a non-English-speaking environment. Pedagogically rich, this textbook elaborates upon the theories, principles and methodologies pertaining to the enhancement of imparting these specific language skills.

A must-read text for trainee-teachers of English, it provides a balanced blend of theory and practice of teaching ‘listening and speaking skills in English’ in the context of ESOL (English for Speakers of Other Languages). This well-researched textbook includes numerous tasks and activities to enhance the output of the learners. The accompanying audio CD has been meticulously prepared, and includes examples and opportunities for practising listening and speaking English.

CONTENTS
The Study of Spoken English / The Teaching of Spoken English / The Study of Listening Skills / The Teaching of Listening Skills / Sample Tasks / Testing Listening and Speaking

July 2015 • 160 pages
Paper (9789351502463) • £12.99

USING SOCIAL MEDIA IN THE CLASSROOM
A Best Practice Guide
Second Edition

Megan Poore
Australian National University

This is an indispensable guide to using social media to enhance teaching and learning in schools. It combines practical information on using all forms of social media for educational purposes and provides advice on how to tackle issues arising from social media use in the classroom.

Key topics include: using blogs, wikis, social media networks and podcasting, digital literacy and new modes of learning, digital participation, cyber-bullying and understanding risk online.

This Second Edition includes:
• reflective tasks in each chapter inviting you to critically consider important aspects of using social media in education
• expanded coverage of game-based learning and mobile learning
• new examples tailored for use in primary and secondary schools.

A website including additional resources and handouts can be found at study.sagepub.com/poore2e.

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Karl Aubrey and Alison Riley both at Bishop Grosseteste University
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November 2015 • 216 pages
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Tomas Boronski and Nasima Hassan both at University of East London
Examines education from a sociological perspective and provides students with an insight into the ways in which sociology can help us to understand some of the key debates in education today.
August 2015 • 264 pages
Cloth (9781446272886) • £65.00
Paper (9781446272893) • £22.99

KEY ISSUES IN SPECIAL EDUCATIONAL NEEDS AND INCLUSION
Second Edition
Alan Hodkinson Liverpool Hope University
Helps students explore what SEND is and contextualise it in relation to historical, ideological and political developments.
EDUCATION STUDIES: KEY ISSUES
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PRIMARY PROFESSIONAL STUDIES
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Edited by Alice Hansen
Education Consultant
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Policy, Provision and Practice
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CONTENTS
Part I: Policy / How the SEN Framework Changed / The Implications of the Children and Families Act (2014) / The SEND Code of Practice: 0-25 years (2014) / Part II: Provision / Newer Patterns of Provision for SEN / Local Authorities Working With Schools to Increase Provision / Provision Across the Services and up to 25 Years / Part III: Practice / Meeting SEN in Mainstream / Meeting SEN in Specialist and Alternative Provision / Developing the Workforce
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Education Consultant

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Second Edition

David Waugh University of Durham, Claire Warner Freelance Educational Consultant and Rosemary Waugh Queen Margaret’s School

Written by prominent academics in the field of Primary English, this exciting new edition of the ultimate guide to teaching grammar, punctuation and spelling in primary schools now comes up to date with the new National Curriculum for Key Stages 1 and 2. A new section explores the national SPAG tests in primary schools along with advice on how to approach them.

The text will enable both new and experienced teachers to teach grammar, punctuation and spelling effectively supporting their class in all their writing, across the primary curriculum. There are lots of examples and teaching ideas making this guide accessible and practical. Detailed examples of effective lessons show how to engage children’s interest in some of the more formal aspects of writing.

CONTENTS

Introduction / Teaching Grammar / Words / Why Spelling Matters / Spelling and Phonics / Teaching Spelling Rules, Generalisations and Tricky Words / Punctuation / Apostrophes / Phrases, Clauses and Sentences / Putting It All Together / Conclusion / Appendix 1: Glossary of Terms / Appendix 2: Model Answers To Self-Assessment Questions / Appendix 3: The Grammar, Punctuation and Spelling (GP&S) Tests

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David Waugh University of Durham and Kate Allott York St John University

Language and communication are essential in the classroom, essential in children’s learning, essential in teacher’s communication with children and essential in children’s understanding of themselves. This book is about talk for learning - why it’s important, how it helps with learning and how you make the most of it in the classroom.

There are increasing concerns about levels of language difficulties and delayed language development among children entering school. This presents a very real challenge for primary school teachers today. This book supports trainee and beginning teachers to use talk for enhancing learning in the classroom. It explores the theory behind the teaching of language and communication skills and includes lots of practical advice on how to translate this into the classroom.

May 2016 • 176 pages

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Second Edition

David Waugh University of Durham, Sally Neaum Teesside University and Rosemary Waugh Queen Margaret’s School

The essential guide for trainee teachers on the range and scope of children’s literature for the primary classroom. Through the exploration of different genres it covers a wide range of literature and helps you to consider what we mean by literature. This Second Edition has been updated in line with the new Primary National Curriculum and includes new content on supporting children for whom English is an Additional Language. Also added to this edition is an extensive list of book recommendations for primary teaching, including advice on how to get more out of classic texts and introductions to new texts and new children’s authors.

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PHONICS IN PRIMARY SCHOOLS

David Waugh University of Durham, Jane Carter University of the West of England, Bristol and Carly Desmond

Phonics is embedded in the National Curriculum and is an important part of teaching children to read. Trainee and early career teachers need to understand what good phonics teaching looks like. This book provides exemplar lessons in phonics as a starting point to exploring the theory behind them, what makes them good and how they can be adapted to suit different year groups and different schools. Supported with additional online material at www.sagepub.co.uk/lessonsinteaching this book:
• offers support on how to teach tricky words, alternative spellings, pronunciation and address various phonics teaching challenges
• explores the most popular phonics schemes and shows how good phonics teaching works across schemes
• highlights how phonics teaching can be fun, offering ideas for teaching phonics outdoors, whole class phonics teaching and nonsense words.

LESSONS IN TEACHING
August 2015 • 176 pages
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Liz Chamberlain University of Winchester with Emma Kerrigan-Draper

Writing is not a subject; it is part of reading, of speaking, and of listening. Being a writer means being a reader, articulating stories and characters, listening to tales and learning from other writers.

Trainee and early career teachers often struggle to see the opportunities for meaningful writing in the curriculum. As the new curriculum begins to take shape in schools, there is an opportunity to respond more imaginatively to the way we approach and teach writing.

Through teaching fabulous lessons you can help children to discover stories, create worlds, record events, mould characters and inspire each other as writers. This text is your guide to planning and delivering lessons that inspire writing in primary schools.

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What It Means To Be a Developing Writer / Opportunities for Writing in Different Subjects / Writing in Science / Writing Across a Range of Topics / Finding Inspiration and Knowing What We Know

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KEY IDEAS IN PRIMARY MATHEMATICS

Robert Newell  UCL Institute of Education

This book explains ‘big ideas’ in maths in simple terms, supported by classroom examples showing how they can be used in primary schools to enable learning. It explores the conceptual building blocks that underpin high-quality maths teaching, and has been carefully linked to the National Curriculum in England to provide students with an up-to-date, user-friendly guide to teaching mathematics.

A focus on explaining misconceptions and errors will help readers further develop their own mathematical subject knowledge, while also giving them the confidence to deepen their understanding of the children.

Key maths concepts covered include:

- problem-solving, reasoning and developing fluency in maths
- place value and counting systems
- measuring money, time and weight
- geometry and understanding space and shape
- fractions and statistics for the primary classroom.

A core maths textbook for all students studying primary mathematics on initial teacher education courses, including undergraduate (BEd, BA with QTS), postgraduate (PGCE, PGDE, School Direct, SCITT), and also QNTs.

CONTENTS

Introduction / Early Number Understanding / Place Value / Addition & Subtraction / Multiplication & Division / Investigations, Problem-solving & Reasoning / Algebra / Fractions / Statistics / Geometry: Shape & Space / Measurement: Money, Time, Area, Weight, Length / Number Patterns and Properties

DEVELOPING FRACTIONS KNOWLEDGE

Amy J Hackenberg  Indiana University, Bloomington, Anderson Norton  Virginia Tech University and Robert J Wright  Southern Cross University

Supporting and understanding your students’ fractional knowledge is crucial to their overall grasp of numbers and mathematics. By centralizing around three key stages of development, this effective guide will help you to assess your students’ understanding of fractions and modify your teaching accordingly. These key stages are identified as:

- Stage 1a: Fair Sharing
- Stage 1b: Part-Whole
- Stage 2a: Disembedding and Iterating
- Stage 2b: Measuring with Unit Fractions
- Stage 2c: Reversing Fractions
- Stage 3a: Fractions as Numbers
- Stage 3b: Operating with Fractions

As the latest addition to the bestselling Maths Recovery series, this book will be a useful guide for pre-service teacher training courses and for all primary classroom teachers and assistants, including experienced Mathematics Recovery instructors.

CONTENTS

Professional Learning for Quality Instruction / From Whole Numbers to Fractions / Assessing Stages of Units Coordination / Stage 1: Fair Sharing / Stage 1: Part-Whole / Stage 2: Disembedding and Iterating / Stage 2: Measuring with Unit Fractions / Stage 2: Reversible Reasoning / Stage 3: Fractions as Numbers / Stage 3: Operating with Fractions / From Fractions to Algebra

CURIOS LEARNERS IN PRIMARY MATHS, SCIENCE, COMPUTING AND DT

Alan Cross  University of Manchester, Alison Borthwick, and Karen Beswick, Jon Board and Jon Chippindall all three at University of Manchester

Whether it is in the National Curriculum or the Teachers’ Standards, promotion of children’s curiosity is highlighted as a key part of effective teaching. Curiosity has the potential to enhance learning in all curriculum subjects but it has a special connection with scientific thinking. A curious approach can open up learning in science, computing, design technology and mathematics. This text explores how teachers can harness the power of curiosity in their classroom. Full of practical teaching ideas for engaging learners and making lessons more exciting, it highlights the ways in which STEM subjects can be taught together.

Coverage includes:

- the place of curiosity in subject teaching
- how curiosity contributes to a learner’s overall capability
- examples of curiosity in primary STEM classes
- case studies which exemplify curiosity.

CURIOUS LEARNERS IN PRIMARY MATHS, SCIENCE, COMPUTING AND DT

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- how curiosity contributes to a learner’s overall capability
- examples of curiosity in primary STEM classes
- case studies which exemplify curiosity.
Primary Education

TEACHING SCIENCE IN THE PRIMARY CLASSROOM

Third Edition
Edited by Hellen Ward and Judith Roden both at Canterbury Christ Church University

Who was right about gravity - Aristotle or Galileo? Do woodlice like the damp or the sunshine? Now in full colour, the new edition of this core textbook is packed full of exciting ideas and methods to help trainees and teachers looking for creative ways of teaching science to primary school children. It’s the perfect step-by-step guide for anyone teaching science for the first time. Reflecting the new curriculum, the Third Edition has been extensively updated throughout and now includes:

• a brand new chapter on teaching science outdoors
• lots of guidance on how to work scientifically in the classroom
• a new focus on assessment of ‘secondary readiness’
• new activities and case studies, with helpful links to developing scientific skills.

With practical examples, case studies, clear guidance on how to turn theory into creative practice, and lots of ideas for lively science lessons and activities, this is the ideal book for anyone studying primary science on initial teacher education courses, and teachers looking for new ideas to use in the classroom.

CONTENTS
What is Science? / The Skills Learners Need to Learn Science - Process Skills / Observation, Measurement and Classification / Raising and Analysing Questions and Use of Secondary Sources / Scientific Enquiry / Planning and Assessing Learning / Science from Stories / Using Role-play to Stimulate and Develop Learners’ Understanding of Scientific Concepts / Science from Games / The Use and Abuse of ICT / Learning Outside the Classroom

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TEACHING PRIMARY MUSIC

Alison Daubney University of Sussex

High-quality music education can start children on a journey that lasts a lifetime. This book gives beginning primary school teachers clear guidance on how to successfully teach music without recourse to specialized training. It places music within the wider context of the primary curriculum with clear links to the new National Curriculum in England. It also offers advice on how to provide evidence for and assess musical development and how to plan for music education across the EYFS and Key Stages 1 and 2. Useful information on using the musical resources in your local community to enhance the opportunities offered to your school is also provided. Links to online resources throughout the book give clear examples of outstanding music education in action showing how you can transfer ideas from the page to the classroom.

CONTENTS
Music in the Curriculum / Exploring Children’s Musical Lives / The Musical Community / Placing Music at the Heart of the School and Curriculum / Evidencing and Assessing Musical Development Across Childhood / Planning for Musical Development in the Early Years Foundation Stage / Planning for Musical Development Across Key Stage 1 / Planning for Musical Development Across Key Stage 2 / Bringing it All Together

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Cloth (9781473905702) • £70.00
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TEACHING COMPUTING UNPLUGGED IN PRIMARY SCHOOLS

Exploring primary computing through practical activities away from the computer

Edited by Helen Caldwell University of Northampton and Neil Smith The Open University

The computing curriculum is a challenge for primary school teachers. The realities of primary school resources mean limited access to computer hardware. But computing is about more than computers. Children can learn to analyze problems and computational terms and apply computational thinking to solve problems without turning on a computer. This book shows how to teach computing through ‘unplugged’ activities. It provides lesson examples and everyday activities to help teachers and pupils explore computing concepts in a concrete way, accelerating their understanding and grasp of key ideas such as abstraction, logic, algorithms and data representation. The unplugged approach is physical and collaborative, using kinaesthetic learning to help make computing concepts more meaningful and memorable.

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NEW EDITION!

PRIMARY COMPUTING AND DIGITAL TECHNOLOGIES: KNOWLEDGE, UNDERSTANDING AND PRACTICE

Seventh Edition
Keith Turvey University of Brighton, John Potter, Jonathan Allen both at Institute of Education, University of London and Jane Sharp

What do you need to know to teach computing in primary schools? How do you teach it? This book provides practical guidance on how to teach the computing curriculum in primary schools alongside the necessary subject knowledge. It explores teaching and learning with ICT and digital technologies, addressing the role of the professional teacher with regards to important issues such as e-safety.

This Seventh Edition is a guide to teaching the computing content of the new Primary National Curriculum. It includes many more case studies and practical examples to help you to see what good practice in teaching computing looks like in the classroom. It also explores the use of ICT in the primary classroom for teaching all curriculum subjects and for supporting learning in every day teaching. A new chapter has been added on coding and the importance of web literacy, bringing the text up-to-date.

Computing is both a subject and a powerful teaching and learning tool throughout the school curriculum and beyond, into many areas of children’s learning lives. This text highlights the importance of supporting children to become discerning and creative users of digital technologies as opposed to passive consumers.

ACHIEVING QTS SERIES

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A GUIDE TO EARLY YEARS AND PRIMARY TEACHING

Edited by Dominic Wyse and Sue Rogers both at Institute of Education, University of London

How do people become effective teachers?
This is the textbook students need to support them on this journey, no matter their training route or whether primary or early years in focus.

Through a unique pairing of academic research and teaching expertise, each chapter is collaboratively authored by an academic specialist and an experienced practitioner to provide a realistic and practical view of teaching children from ages 3 - 11.

The book combines all the major topics, theories and research students need to know, along with up-to-date policy and legislation. Inventive and practical learning aids and carefully crafted online resources will help readers to:

- Understand - helpful learning aims at the beginning and summaries at the end of every chapter guide students through each topic
- Apply - Spotlight on Practice features highlight real teaching examples, Putting it into Practice features provide advice on how key concepts can be employed in real life whilst classroom activities on the website provide further ideas for teaching
- Reflect on key concepts, practice and values, through the reflection points and author podcasts on the website outlining key issues to stimulate critical thinking
- Go further with informative annotated further reading at the end of every chapter, links to relevant websites integrated throughout, and carefully selected SAGE journal articles freely available on the website.

An essential textbook for use across all your primary and early years teaching courses - whether students are training to be lower/upper primary school teachers or early years practitioners, including those on undergraduate or postgraduate teacher training courses and employment-based routes.

CONTENTS
Becoming a Teacher / School and Society / Current Developments in Education / Teaching and Learning

HOW TO BECOME AN OUTSTANDING TEACHER

A Guide to Early Years and Primary Teaching is an essential support for trainee teachers, with contributions from exceptional teachers and leading researchers in partnership. Here, Dominic Wyse and Sue Rogers share three key ideas that underpin outstanding teaching.

A strong sense of professionalism
Outstanding teachers are passionate about helping children learn, and passionate about education. This passion leads to a well-founded, intelligent understanding of learning, teaching, schools and educational policy. An outstanding teacher has just as much knowledge as a doctor, or lawyer, or any other professional. Through reflective practice over years of teaching, this professionalism can become a powerful force for good in society.

Using evidence to inform teaching
The most immediate evidence to inform practice comes from direct interaction with children. Outstanding teachers are perceptive and rigorous about their assessments of learning and they base their approaches to teaching on evidence from high quality research. For example, they know from research that **assessment for learning** is one of the most effective ways to assess children.

Understanding children’s development
Children’s learning begins from birth (and even prior to birth). The early years of children’s lives are a prime time for learning that will fundamentally influence their future lives. Outstanding teachers understand patterns of children’s development as part of a continuum that begins in the early years and flows naturally into the primary years. They understand the different needs that children have, and their teaching effectively addresses these.
LEARNING LADDERS
One school’s journey to life after levels
Sam Hunter
This is the story of one school’s successful journey to a ‘life after levels’. Together, the Headteacher and staff at one successful school took on the challenge:
• Where do we begin?
• What is the best assessment system for our school and our children?
• How do we make the most of assessment opportunities in the classroom?
• How do we create an assessment policy from scratch and implement it in the school?
• How do we evaluate it, re-shape it and talk about it to parents, the wider school community and our colleagues in primary education?
Through exploring one school’s story, this text supports teachers and schools in a time of uncertainty, confusion and choice to make the most of the new opportunity to assess children without the restrictions of levels.
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Teaching Character Education in Primary Schools tackles these questions, and many more. This is a practical guide to why and how we can teach character in primary schools. It begins by exploring why character matters and considers what ‘character’ is and (importantly) what it is not. It goes on to discuss the place for teaching character in primary education and includes practical guidance on how it can be taught.

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THE TEACHERS’ STANDARDS IN PRIMARY SCHOOLS
Understanding and Evidencing Effective Practice
Joy Carroll and Genea Alexander
both at University of Worcester

Meeting the criteria set out in the Teachers’ Standards is essential for all trainee teachers, but translating it into classroom practice isn’t always easy. Supported by practical classroom examples, this book helps teacher trainees to develop critically reflective perspectives on their practice and provides guidance on how professionalism can be demonstrated and evidenced in primary classrooms.

Key coverage includes:
• effective teaching and learning and what it means to be a learner
• planning and assessment for successful teaching
• meeting the needs of all children
• behaviour management
• professional responsibilities
• the role of subject and pedagogical knowledge.

CONTENTS
Set High Expectations Which Inspire, Motivate and Challenge Pupils / Promote Good Progress and Outcomes by Pupils / Demonstrate Good Subject and Curriculum Knowledge / Plan and Teach Well Structured Lessons / Adapt Teaching to Respond to the Strengths and Needs of All Pupils / Make Accurate and Productive Use of Assessment / Manage Behaviour Effectively to Ensure Good and Safe Learning / Professional Responsibilities / Personal and Professional Conduct / Keeping the ‘L’ Plates: Life-Long Learner

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PRIMARY ASSESSMENT NOW
The why, what and how of formative and summative assessment without levels

Third Edition
Edited by Mary Briggs
Oxford Brookes University

Assessment in primary schools is changing. The new primary National Curriculum and the ‘removal’ of levels have prompted schools and teachers to reconsider assessment. This is a comprehensive guide to assessment for all primary trainees. It explores the theory behind assessment and encourages the reader to constantly reflect on the current state of assessment and how effective assessment can improve teaching and learning. It will help trainee or beginning teachers to understand the why, what and how of primary assessment by:
• exploring the past, present and changing contexts of assessment and the theory behind the different types
• examining assessment of different curriculum subjects, focusing on English, mathematics and computing
• covering assessment in classroom - presenting ideas and strategies to help make assessment part of all lessons
• looking at assessing children with SEND and assessment at school level
• providing advice on the use of questioning and talk in the classroom.

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RESEARCHING PRIMARY EDUCATION
Edited by Rebecca Austin
Canterbury Christ Church University

How do we know what works in primary schools?

How do we make sure that we are always learning from fellow teachers, always learning from the children we teach and always moving forward? The answer lies in research; in understanding, conducting, disseminating and learning from research. But what is meant by research, and how do we do ‘it’?

This book is the must-read guide to research in primary education. It takes you through both important established theory and recent developments in research, exploring what these mean right now for primary education. It also:
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Making Sense of Literacy Frameworks
Edited by Ian Morris
Canterbury Christ Church University

How do we make sense of the expectations in the Literacy Framework for Primary Schools?

This book provides guidance on how to apply the Literacy Framework for Primary Schools across the five connected areas of reading, writing, spelling, grammar and punctuation. The content is presented in a clear and accessible way, and offers practical strategies to help practitioners and trainees deal with the challenges they face.

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ESSENTIAL RESEARCH FINDINGS IN CHILD AND ADOLESCENT COUNSELLING AND PSYCHOTHERAPY

Nick Midgley, Jacqueline Hayes both at Anna Freud Centre / University College London and Mick Cooper University of Roehampton

Leading contributors in the field guide readers through the latest research findings in child and adolescent counselling, discussing how each is relevant to the process and outcomes of therapy. Understanding that practitioners and trainees must increasingly be aware and engage with research, the book presents accessibly the current best knowledge and its implications for practice.

The book also outlines the key research methods used in counselling and psychotherapy, and presents the debates about how best to carry out, evaluate and interpret clinical research. Through a deeper understanding of research and evidence-based practice, your trainees will be equipped to critically judge and compare findings.

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UNDERSTANDING PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION IN SECONDARY SCHOOLS

Jenny McWhirter, Nick Boddington and Jenny Barksfield PSHE Association

This book provides an overview essential for a proper understanding of effective approaches to PSHE education in secondary education and the valuable role it can play in promoting the health and wellbeing of adolescents. Coverage includes:

• the importance and scope of PSHE education
• the theory and research evidence for effective practice in the secondary school
• school structures which support effective teaching and learning in PSHE education
• assessment for, and of, learning in PSHE education
• the role of visiting experts in PSHE education
• overlaps with pastoral and therapeutic support.

CONTENTS

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UNDERSTANDING AND TEACHING HOLOCAUST EDUCATION

Paula Cowan and Henry Maitles both at University of the West of Scotland

This book offers pragmatic pedagogical and classroom-based guidance for teachers on how to intelligently teach holocaust education in a meaningful and age-appropriate way.

Key coverage includes:

• practical approaches and useful resources for teaching in schools
• Holocaust education and citizenship
• Holocaust remembrance as an educational opportunity
• how to explore the topic of anti-Semitism in the classroom
• exploring international perspectives on Holocaust education.

For use in history, citizenship and religious education.

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UNDERSTANDING PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION IN SECONDARY SCHOOLS

Jenny McWhirter, Nick Boddington and Jenny Barksfield PSHE Association

This book provides an overview essential for a proper understanding of effective approaches to PSHE education in secondary education and the valuable role it can play in promoting the health and wellbeing of adolescents. Coverage includes:

• the importance and scope of PSHE education
• the theory and research evidence for effective practice in the secondary school
• school structures which support effective teaching and learning in PSHE education
• assessment for, and of, learning in PSHE education
• the role of visiting experts in PSHE education
• overlaps with pastoral and therapeutic support.

CONTENTS

October 2016 • 240 pages
Cloth (9781473913622) • £70.00
Paper (9781473913639) • £23.99

UNDERSTANDING AND TEACHING HOLOCAUST EDUCATION

Paula Cowan and Henry Maitles both at University of the West of Scotland

This book offers pragmatic pedagogical and classroom-based guidance for teachers on how to intelligently teach holocaust education in a meaningful and age-appropriate way.

Key coverage includes:

• practical approaches and useful resources for teaching in schools
• Holocaust education and citizenship
• Holocaust remembrance as an educational opportunity
• how to explore the topic of anti-Semitism in the classroom
• exploring international perspectives on Holocaust education.

For use in history, citizenship and religious education.

CONTENTS
The Nature of Holocaust Education / Citizenship and Holocaust Education / Antisemitism / The Complexities of Holocaust Memorials and Remembrance Day / The Importance of Language / Teaching the Holocaust in Primary Schools / Pedagogy / Teaching Approaches / Visits to the Auschwitz-Birkenau Holocaust Memorial and Museum / Student Teachers’ Perspectives

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ASSISTIVE TECHNOLOGY
Emily C Bouck Purdue University

Succinct, yet comprehensive, this practical book considers the purpose of technology and the support it can provide to students with disabilities. Grounded in research and filled with engaging case studies and activities, Emily C Bouck offers an unbiased depiction of the advantages and limitations of technology. Readers are exposed to a full range of assistive technology including up-to-date coverage of low- and high-technology, as well as free and for-purchase options that can be used to support students with disabilities.

Key features include:
• an emphasis on using existing mainstream technology for assistive technology
• case studies that provide real-life examples of assistive technology used by teachers to support students
• perspective sections in every chapter that focus on research-to-practice, developing a technology mindset, and connecting the technology to a curriculum
• hands-on application activities that encourage readers to engage with the different technology resources referenced in each chapter
• suggestions for Web 2.0 and app-based assistive technology.

CONTENTS
Assistive Technology Background / Assistive Technology Frameworks / Assistive Technology for Communication / Assistive Technology for Mobility and Positioning / Assistive Technology for Computer Access / Assistive Technology for Vision and Hearing / Assistive Technology to Support Behavior and Organization / Assistive Technology as Instructional Aids / Assistive Technology to Enhance Independence and Transition / Assistive Technology for Young Children

LEARNING TRACKS
Planning and Assessing Learning for Children with Severe and Complex Needs
Lindy Furby and Jilly Catlow

Learning Tracks is a complete planning and tracking resource pack to support the assessment of learning for children and young people with severe and complex learning disabilities.

This ready-to-use pack includes an introductory book that helps you understand the Learning Tracks framework as well as the downloadable Learning Tracks assessment tool that can be implemented in any setting to help assess children at the lowest levels of learning. By showing you in a snapshot where to focus your efforts with a class, a group or an individual child in order to help them progress in a meaningful way, this invaluable resource:
• can help teachers understand the way their children may be learning
• presents a vocabulary for describing the learning
• offers a structure for planning the learning.

CONTENTS

NEW EDITION!
SPECIAL EDUCATIONAL NEEDS
A Guide for Inclusive Practice
Second Edition
Edited by Lindsay Peer and Gavin Reid

The new edition of this bestselling textbook provides an in-depth overview of the field of special educational needs (SEN). Covering contemporary policy issues, perspectives from practice and a range of common syndromes and barriers, Special Educational Needs presents a wealth of information and guidance for students and professionals on how to achieve effective, inclusive practice.

With perspectives from academics, practitioners, experts and parents, the book provides strong coverage of current research and contemporary issues. With 23 chapters, each covering individual syndromes and including chapter overviews, case studies and discussion points, this has everything readers need in one book.

Features of the Second Edition include:
• fully revised annotated further reading suggestions and links to useful websites
• a new chapter on Autism and Applied Behaviour Analysis (ABA)
• a new chapter on Down’s Syndrome
• updated reference to legislation, including the SEND Code of Practice (2014)
• updated case studies covering 0-18 age range.

This comprehensive course text is ideal for students, teachers, practitioners and specialists, and provides a solid foundation for understanding and supporting learners with additional needs.

CONTENTS

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TEACHING STUDENTS WITH SPECIAL NEEDS IN INCLUSIVE CLASSROOMS

Diane P Bryant, Brian R Bryant both at University of Texas at Austin and Deborah D Smith Claremont Graduate University

Equip and empower today’s classroom teachers to ADAPT to the needs of all of their students.

Using the research-validated ADAPT framework, Teaching Students with Special Needs in Inclusive Classrooms helps future primary and secondary teachers determine how, when, and with whom to use proven academic and behavioural interventions to obtain the best outcomes for students with disabilities. Through clear language and practical examples, the authors show how to create truly inclusive classrooms through evidence-based practice and hands-on strategies. This book provides the skills and inspiration that teachers need to make a positive difference in the educational lives of struggling learners.

SAGE edge offers a robust online environment featuring an impressive array of free tools and resources for review, study and further exploration. Learn more at edge.sagepub.com/bryant

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March 2016 • 688 pages
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In this landmark guide, Past President of the National Association of Head Teachers (NAHT) and SEND subject expert, Dr Rona Tutt, draws on her many conversations with a range of professionals who have years of experience working in different environments, as well as with children, young people and families who have encountered a number of settings, to highlight the importance of giving children and young people with SEND the support they need in the environment where they feel most fully included.

Coverage includes:
- creating a climate where all children can thrive
- a detailed analysis of the benefits and disadvantages of recent SEND reforms
- an appreciation of the variety of innovative ways school leaders are meeting the needs of students
- a consideration of the wider context of SEND from local to national level.
Bestsellers in Education

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Ronit Bird
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Gillie Bolton Freelance Consultant
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Rita Cheminais Freelance Education Consultant
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Keith F Punch University of Western Australia and Alis Oancea University of Oxford

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Robert J Wright Southern Cross University, Garry Stanger New South Wales Department of Education and Training, Ann K Stafford USMRC Specialist and James Martland University of Liverpool

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Bill Rogers Independent Educational Consultant, Victoria

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Can you solve our Education Studies crossword? All answers are key terms and people discussed in the new 
Fourth Edition of Introduction to Education Studies. Answers can be found on our website http://bit.ly/21uBI0N

DOWN
1  Now discredited British psychologist whose views on intelligence influenced 20th century education policy (4)
2  The freedom and ability of the individual to decide (6)
3  A strand of psychology developed in Germany in the early 20th century; an alternative to behaviourism (7)
4  A three-yearly cycle of assessment across a number of countries focusing on reading, maths, science and problem-solving (4)
6  The science of teaching; concerned with methods of teaching and learning (8)
8  A discipline within Education Studies which seeks to illuminate the ideas which underpin action and thought in education (10)
11  Author of the influential 1926 report on the education system (5)
13  A discipline within Education Studies which examines the wider social influences upon the individual in education (9)
15  Prominent primary education expert commissioned in 2008 by the Labour government to review the primary curriculum (4)
16  A form of classification whereby individuals are grouped according to certain genetically inherited physical characteristics (4)
20  Divisive Secretary of State for Education 2010-2014 (4)

ACROSS
5  US psychologist who placed an emphasis on structured intervention within communicative learning models (6)
7  An ‘organising vehicle’ we have built up in our minds from previous experience and knowledge which we use to analyse new information (6)
9  Highly influential Swiss psychologist whose maturational theory explored cognitive growth in children (6)
10  A measure of the accuracy of research data (8)
12  A discipline within Education Studies which may suggest causal explanations for change and helps us to understand the evolution of educational systems and structures (7)
14  A type of research concerned with improving education practice (6)
15  A form of disciplined enquiry leading to the generation of knowledge (8)
17  Greek philosopher whose ideas on society have influenced education (5)
18  A discipline within Education Studies concerned with how people learn and develop (10)
19  An understanding of how the world exists (8)
**NEW EDITION!**

**INTRODUCTION TO EDUCATION STUDIES**

**Fourth Edition**

Steve Bartlett and Diana Burton both at University of Wolverhampton

Introduction to Education Studies has proven itself to be the key text for students of the subject for over a decade, leading readers through the field’s key strands, concepts and applications without assuming any prior knowledge.

Drawing from the main themes that underpin the discipline of Education Studies (sociology, philosophy, history, psychology and policy) Bartlett and Burton introduce students to different ways of looking at education and the ideologies that shape the system. The book provides first-time students, and those engaged in more advanced aspects of the subject, with all the tools that they need to approach Education Studies, encouraging a critical, questioning approach which will put them in good stead for further study and professional practice.

The new edition includes:
- up-to-date coverage and careful analysis of education policy developments from the ‘Gove years’ up to the 2015 UK general election, ensuring students have a strong understanding of contemporary English education
- enhanced coverage of early years and post-compulsory education
- additional discussion of SEN and inclusion.

This book also comes with a fresh companion website which includes:
- ‘Video discussions’ exploring key issues related to that chapter, broadening students’ understanding through an engaging learning style
- access to SAGE articles - taking students further in their reading and development.

March 2016 • 408 pages
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Understanding the Value of Social Science in Today’s World

**BIG IDEAS IN SOCIAL SCIENCE**

David Edmonds BBC World and Nigel Warburton The Open University

Are human beings less violent than before? Why do we adopt certain moral and political judgements? Why is the gap between rich and poor getting bigger? How do we decide which criminal policies are effective? What is the Population Challenge for the 21st Century? What is social science?

In Big Ideas in Social Science, David Edmonds and Nigel Warburton put these and more of our society’s burning questions to 18 of the world’s leading social scientists including Steven Pinker, Ann Oakley, Lawrence Sherman, Kate Pickett, Robert J Shiller and Doreen Massey.

The interviews for this book are based on the Social Science Bites series of podcasts, which can be freely accessed at www.socialsciencespace.com, and subscribed to via iTunes. Social Science Bites was inspired by the popular Philosophy Bites podcast (www.philosophybites.com), which was founded by David and Nigel in 2007 and has so far had 26 million downloads.

December 2015 • 184 pages
Cloth (9781473913790) • £50.00
Paper (9781473913806) • £12.99

**EXAGGERATED CLAIMS?**

The ESRC, 50 Years On

David Walker Head of Policy, Academy of Social Sciences

What is the role of the state in distributing research money? How do ‘arm’s-length’ funding agencies relate to public policy and business? This original study looks at the main social science funding agency in the UK, which was established 50 years ago. It examines how funding decisions are related to power. Walker asks the tricky question, why has social science research not achieved a more salient role in state policy formation and management strategy: is the funding agency responsible?

Insightful, engrossing and highly original, the book will be required reading for anyone who has written or will write a social science research bid and, more widely, for students of power, knowledge and culture.

December 2015 • 128 pages
Cloth (9781473942233) • £45.00
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This is essential reading for students on Education Studies courses and those seeking an informed introduction to the study of education.

**CONTENTS**

Section I: Education Studies - An Introduction to the Field of Study
PRINCIPLES AND PRACTICES OF ASSESSMENT

A guide for assessors in the FE and skills sector

Third Edition

Ann Gravells

This is a core text for anyone training to be (or working as) an assessor in the further education and skills sector. It has all the information you need to work towards the assessment units for qualifications such as: the Award, Certificate and Diploma in Education and Training or Learning and Development (TAQA) qualification.

The book takes you through all the material you need to know, opening up the topic for learning in a really accessible way. Interactive activities are included throughout, and real examples of assessment in practice are included. The book also includes examples of completed assessment documents.

It is a comprehensive text, covering:

- principles of assessment
- planning for assessment
- types and methods of assessment
- assessment practice

This Third Edition has been updated to bring the book in-line with all qualifications that include assessing learning. This is your guide to understanding how to use assessment effectively in your teaching and assessing role.

FURTHER EDUCATION AND SKILLS

December 2015 • 184 pages
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SOCIAL MEDIA FOR ACADEMICS

Mark Carrigan University of Warwick

Social media is an increasingly important part of academic life that can be a fantastic medium for promoting your work, networking with colleagues and for demonstrating impact. However, alongside the opportunities it also poses challenging questions about how to engage online, and how to represent yourself professionally.

This practical book provides clear guidance on effectively and intelligently using social media for academic purposes across disciplines, from publicising your work and building networks to engaging the public with your research. It is supported by real-life examples and underpinned by principles of good practice to ensure you have the skills to make the most of this exciting medium. You’ll find advice on:

- using social media to publicise your work
- potential pitfalls and how to avoid them
- the evolving role of social media in higher education
- defining digital scholarship
- managing your identity online
- finding time for social media
- near-future trends in academia.

Visit the author’s own blog for more insights and discussion on social media academic practice at http://markcarrigan.net/

CONTENTS

Social Media and Digital Scholarship / Using Social Media to Publicise your Work / Using Social Media to Build Your Network / Using Social Media for Public Engagement / Using Social Media to Manage Information / Professional Identity in an Age of Social Media / Communicating Effectively Online / Finding the Time for Social Media / The Future Landscape of Academic Social Media

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- Case studies and data sets
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- Glossaries
- Access to articles from leading SAGE journals
ENHANCING TEACHING PRACTICE IN HIGHER EDUCATION

Edited by Helen Pokorny University of Westminster and Digby Warren London Metropolitan University

All staff in higher education are increasingly accountable for improvements in student learning and for responding to issues of progression, attainment and to indicators of student satisfaction. This book supports new lecturers and more experienced colleagues by exploring how pedagogical research and theory can be pragmatically used to develop and enhance academic practice in higher education. It is underpinned by the United Kingdom Professional Standards Framework (UKPSF). Key coverage includes:

- different approaches to learning design and delivery, such as small group facilitation, large group teaching, work related learning, student-centred and active learning
- embracing diversity and fostering student engagement
- effective supervision of undergraduate and postgraduate students
- blended learning and the use of technology to enhance teaching
- assessment and feedback practice and developments.

CONTENTS
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March 2016 • 256 pages
Cloth (9781446202845) • £75.00
Paper (9781446202852) • £26.99

WIDER PROFESSIONAL PRACTICE IN EDUCATION AND TRAINING

Sasha Pleasance South Devon College

This go-to guide will give you a clear understanding of the major topics covered in the mandatory Wider Professional Practice and Development unit of the Level 5 Diploma in Education and Training, and more broadly explores the value of professionalism to all aspects of further education. Key coverage includes:

- understanding learners and attitudes to learning
- how to do action research
- professional observation and development
- making sense of education policy
- teacher expectations
- challenges to equality and diversity
- the inclusive curriculum.

These topics are discussed within a wider political and socioeconomic context, and are supported by insightful case studies and activities.

CONTENTS
Understanding Learners in the Further Education Sector / Professionalism and Professional Practice in Further Education / Teacher Expectations / Attitudes to Learning / Challenges to Equality and Diversity / Quality Improvement, Observation and Professional Development / Working with Stakeholders / Inclusive Curriculum / Empowering Learners and the Value of Learning / Policy and Practice / Action Research in Further Education / Going Forward: The Future of FE

May 2016 • 208 pages
Cloth (9781473916180) • £65.00
Paper (9781473916180) • £24.99

LEADING FUTURES

Global Perspectives on Educational Leadership

Edited by Alma Harris and Michelle S Jones both at Institute of Educational Leadership, University of Malaya

A first-of-its kind on educational leadership with a global perspective, this book offers multiple perspectives on educational leadership from the viewpoint of scholars, policy makers and practitioners. It considers leadership in context and highlights the importance of cultural influences in shaping and forming leadership practices.

Primarily concerned with ‘leading futures’ and the challenges faced by leading schools and school systems in an era of fast-paced technological change, it looks at leadership practices across four different levels (system, professional, leader and learner) and explores the connections therein. Through this comparative lens, it presents new ideas, knowledge and insights relevant to educational leaders around the globe.

November 2015 • 288 pages
Cloth (9789351502555) • £19.99

LEADING FOR EQUALITY IN SCHOOLS

Jacky Lumby University of Southampton and Marianne Coleman Institute of Education, University of London

Disentangling the concept of equality in schools can be a tricky task for those in senior, middle or classroom leadership. This book will unpack ideas of equality, equity, diversity and social justice, providing practitioners and those training to teach with an understanding of equality in order to address educational values and practice.

The authors explore these key areas:

- socio-economic class
- religion
- gender
- migrant children
- sexuality
- special learning needs
- ethnicity
- disabilities.

This book will serve as a handy guide for postgraduate and undergraduate students on Education Leadership and Inclusive Education courses.

CONTENTS
Setting the Framework / Ideas of Equality: The Contested Concept / The European Policy Landscape / Some Differences Matter More Than Others: The Inequality Landscape / Approaches to Attacking Inequality / Addressing In/Equality / Looking at Single Characteristics: Looking at Intersected Multiple Characteristics / Socio-Economic Class and Inequality / Gender and Inequality / Sexuality and Inequality / Ethnicity and Inequality / Religion and Inequality / Migrant Children and Inequality / Special Learning Needs, Disability and Inequality / Drawing Together Threads for Action / Bringing It All Together: Values, Culture and Goals

October 2015 • 160 pages
Cloth (9781473916289) • £75.00
Paper (9781473916296) • £24.99

For more books on Leadership, turn to our Corwin section on p40.
A CRITICAL INTRODUCTION TO COACHING AND MENTORING

Debates, Dialogues and Discourses

David Gray University of Greenwich, Bob Garvey York St John University and David Lane Professional Development Foundation

This is the definitive introduction to coaching and mentoring, written by an experienced and multidisciplinary team. From the emerging theory to informed practice, it will show you the differing contexts of where, how and why coaching and mentoring takes place.

The book covers:
- the multifaceted origins and development of coaching and mentoring
- skills, purposes and outcomes of coaching and mentoring processes
- the many settings in which they take place
- coaching and mentoring’s evidence base and how it is assessed
- the professionalization of coaching and mentoring and a move towards integration.

Supported by a wide range of case studies, activities, further questions and topics for discussion, you will be able to apply everything you learn into the various particularities, roles and settings found within distinct coaching contexts.

CONTENTS


March 2016 • 368 pages
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COACHING IN PROFESSIONAL CONTEXTS

Christian van Nieuwerburgh University of East London

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THE SAGE HANDBOOK OF COACHING

Edited by Tatiana Bachkirova Oxford Brookes University, Gordon Spence Sydney Business School and David Drake Centre for Narrative Coaching and Leadership

The SAGE Handbook of Coaching presents a comprehensive, global view of the discipline, identifying the current issues and practices, as well as mapping out where the discipline is going.

The Handbook is organized into six thematic sections:
- Part One: Positioning Coaching as a Discipline
- Part Two: Coaching as a Process
- Part Three: Common Issues in Coaching
- Part Four: Coaching in Contexts
- Part Five: Researching Coaching
- Part Six: Development of Coaches

It provides the perfect reference point for graduate students, scholars and researchers wishing to familiarize themselves with current research and debate in the academic literature on coaching.

November 2016
Cloth (9781473919556) • £110.00

VALUES AND ETHICS IN COACHING

Ioanna Iordanou Oxford Brookes University, Rachel Hawley and Christiana Iordanou University of Lancaster

This book is the first complete guide to exploring values and ethics in coaching theory and practice. All coaches face ethical and moral dilemmas, whether they are working in professional, educational or voluntary settings. Resolving them without a systematic framework or regulatory body can be confusing and contradictory, and the nuances of practice mean that personal, cultural and professional values affect each situation differently.

Part One presents a systematic and comprehensive guide to ethical coaching practice. It explores the theory and research underpinning ethical considerations, and invites you to place your own values in historical and social context.

Part Two delves deeper into the key ethical issues coaches face, at all points in the coaching relationship. It explores each issue in depth, offering implications and suggestions for practice including: confidentiality and disclosure; personal and cultural boundaries; and reflective practice and professional development.

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Cloth (9781473919556) • £70.00
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Counselling, Coaching and Mentoring
Jane Westergaard Canterbury Christ Church University

Providing a full introduction to all the theory and skills needed to work across the range of helping professions, this book introduces students to the three core approaches of counselling, coaching and mentoring, and shows how they work across a variety of settings, including therapy, teaching, social work and nursing.

Split into two parts, Part I guides students through the theory, approaches and skills needed for helping work and Part II shows them through the use of 10 case studies how helping skills look in practice in different settings and with different client groups, including work in schools, hospitals, telephone helplines and probation programs.

Whether a trainee in counselling, coaching or mentoring, or a professional working with helping relationships, this book will help to develop the skills and understanding necessary to work effectively in the helping professions.

November 2016 • 232 pages
Cloth (9781473925106) • £75.00
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Connecting Methods to Practice
Chad R Lochmiller and Jessica N Lester both at Indiana University

An Introduction to Educational Research offers a balanced discussion across research methodologies and presents the basics of the research process in a way that is relevant to students currently immersed in professional practice. Recognizing the relationship between problems of practice and educational research, the book adopts a practice-first orientation, engaging practitioner-scholars by providing examples relevant to their work.

CONTENTS
Part I: Examining the Foundations of Educational Research / Studying Education Practice with Research / Designing a Research Study / Reviewing the Literature / Considering Research Ethics / Part II: Considering Approaches to Educational Research / Introducing Qualitative Research / Introducing Quantitative Research / Collecting Qualitative and Quantitative Data / Completing Qualitative Data Analysis / Completing Quantitative Data Analysis / Introducing Mixed Methods Research and Analysis / Introducing Action Research / Part III: Producing Research to Improve Practice / Writing the Research / Using and Sharing Research to Improve Practice

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DOING RESEARCH IN EDUCATION
Theory and Practice
Edited by Ioanna Palaiologou Canterbury Christ Church University, David Needham Nottingham Trent University and Trevor Male Institute of Education, University College London

An impressive cast of contributors discuss the reality of conducting research in different educational settings and provide practical advice for both undergraduate and postgraduate students doing research in education. The book discusses key philosophical issues such as understanding research paradigms, ethics and selecting appropriate methodologies but remains grounded in the practical experience of the researcher. It has comprehensive coverage of the whole research process from start to finish. Packed full of student-focused learning features and showcasing a wide range of voices and opinions, this book is an ideal guide for anyone conducting research in education or educational studies.

CONTENTS
The Purpose of Research/Why Do We Do It? / Making Sense of Research Methodology / Ethical Issues Associated with Educational Research / Constructing the Hypotheses/ Creating the Research Question(s) / Managing the Project / Writing the Proposal / Constructing the Literature Section / Selecting Appropriate Research Methods for an Educational Context / Collecting Qualitative Data / Analysing Qualitative Data / Collecting Quantitative Data / Analysing Quantitative Data / Research Analysis and Discussion / Writing and Reporting the Research

November 2015 • 304 pages
Cloth (9781446266748) • £70.00
Paper (9781446266755) • £23.99

DESIGNING RESEARCH IN EDUCATION
Concepts and Methodologies
Edited by Jon Swain

Understanding how to design your research in order to successfully answer your research question is a fundamental part of your education course. This book explains why careful research design is important. In Part One (conceptual), it sets out all of the theoretical themes and issues that need to be considered when choosing a design. In Part Two (designing), a range of expert contributors introduce research designs based around the key methods most frequently used by education students.

Throughout the book, there is an emphasis on the student’s experience and addressing the uncertainty many feel when designing their research project - real case studies from students are used as examples to show good research designs alongside research designs that did not provide the rich data expected. Each chapter in Part Two includes a real-world case study to show different designs in action.

CONTENTS
Setting the Scene: Research and Education / Designing Your Research in Education / Developing a Research Proposal in Education / Debates Around Epistemology in Education / Ethical Considerations in Research and Education / Experimental Design in Education / Survey Design in Education / Ethnography in Education / Case Studies in Education / Mixed Methods in Education / Summary and Conclusions

October 2016
Cloth (9781446294253) • £70.00
Paper (9781446294253) • £26.99
A new section on self-regulatory climate gives readers an opportunity to explore an exciting new area they are likely to encounter in practice. A conceptual description of Hierarchical Linear Modeling (HLM) has been added to help readers understand statistical data organized at more than one level.
USING RANDOMISED CONTROLLED TRIALS IN EDUCATION
Paul Connolly, Andy Biggart, Dr Sarah Miller, Liam O'Hare and Allen Thurston all at Queen's University Belfast

The use of randomised controlled trials (RCTs), most commonly a medical sciences research tool, is a hotly debated topic in education. This book examines the controversial aspects of RCTs in education and sets out the potentials and pitfalls of the method. Drawing on their own extensive experience of running RCTs, the authors provide a thorough, practical introduction to the use of RCTs in education. Using real data sets, chapters equip the reader with all of the key knowledge and skills required to design, run, analyze and report an RCT.

Essential reading for postgraduate and more experienced researchers, as well as teachers and educationalists seeking to increase their knowledge and understanding of the use of such methods in education.

CONTENTS
Introduction: Debunking the Myths about RCTs in Education / What RCTs Can and Cannot Tell Us / How to Use Logic Models to Understand Interventions and Identify Outcomes / How to Design and Run an RCT in Education / How to Analyse the Findings from a Cluster RCT / How to Analyse the Findings from RCTs that Include Binary Outcome Variables / How to Report RCTs and Synthesise Evidence from Different Trials

BERA/SAGE RESEARCH METHODS IN EDUCATION
October 2016 • 192 pages
Cloth (9781473902824) • £70.00
Paper (9781473902831) • £23.99

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This book provides students and researchers with a resource for designing and conducting qualitative research in online environments to understand learning and learning engagement in online settings. With recent attention in both the popular press and peer-reviewed research on learning through online engagement, a succinct text is needed to guide researchers in designing and conducting empirical studies. While most texts on online research methods focus on social functions in online spaces and the ways that online cultures inform social practices, this book focuses on how online cultures and groups inform formal and informal studies of learning. The text provides researchers with a deeper understanding of how learning takes place within these spaces. Moreover, it provides a framework and rationale for conducting online qualitative research.

Each chapter begins with framing questions related to online qualitative research, includes spotlight boxes that discuss research cases pertinent to the chapter, and closes with questions for the reader to consider based upon his or her individual research interests.

CONTENTS

June 2016 • 248 pages
Paper (9781483333847) • £30.99

Gary Thomas University of Birmingham

Vibrant and insightful, this book introduces students and researchers to the basics of case study research. Adopting jargon-free language, it grounds its advice in concrete experience and real-world cases. Using examples from across the social sciences, Gary Thomas provides practical guidance on how best to read, design and carry out case study research with a focus on how to manage and analyze data.

The new edition of this bestselling book addresses crucial issues around ethics and has improved coverage of key themes such as rigor, validity, generalization and the analysis of case studies. It demystifies case study research and answers important questions such as:
- what is a case study?
- when and why should case study methods be used?
- how are case studies designed?
- what methods can be used?
- how do we analyze and make sense of our data?
- how do we write up and write about our case?

Bursting with real-world examples and multidisciplinary cases, and supported by a dynamic new website, this book is essential reading for any student or researcher in the social sciences and humanities.

CONTENTS

October 2015 • 288 pages
Cloth (9781446282649) • £85.00
Paper (9781446282656) • £27.99

Gary Thomas provides practical guidance on how best to read, design and carry out case study research with a focus on how to manage and analyze data.
ESSENTIAL STUDY SKILLS
The Complete Guide to Success at University
Fourth Edition
Tom Burns London Metropolitan University and Sandra Sinfield Coordinator for Learning Development
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Second Edition

Edited by Caroline Haythornthwaite
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Richard N Andrews Institute of Education,
University of London, Jude Fransman
The Open University and Eric M Meyers
University of British Colombia

The new edition of The SAGE Handbook of E-Learning Research retains the original effort of the first edition by focusing on research while capturing the leading edge of e-learning development and practice. Chapters focus on areas of development in e-learning technology, theory, practice, pedagogy and method of analysis. Covering the full extent of e-learning can be a challenge as developments and new features appear daily. The editors of this book meet this challenge by including contributions from leading researchers in areas that have gained a sufficient critical mass to provide reliable results and practices.

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May 2016 • 582 pages
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THE BERA/SAGE HANDBOOK OF EDUCATIONAL RESEARCH

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Edited by Dominic Wyse Institute of Education, University College London,
Larry E Suter, Neil Selwyn Institute of Education, University of London and
Emma Smith University of Leicester

Education as a relatively young academic discipline has continued to grow in stature and significance. Part of the growth of education has been in understanding the methodology and methods of educational research, an area which has matured over the last two decades. The BERA/SAGE Handbook of Educational Research provides a cutting-edge account of the methodology that is establishing and extending new understandings of education.

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THE SAGE ENCYCLOPEDIA OF ONLINE EDUCATION

Edited by Steven L Danver
Walden University

Online education, both by for-profit institutions and within traditional universities, has seen recent tremendous growth and appeal - but online education has many aspects that are not well understood. The SAGE Encyclopedia of Online Education provides a thorough and engaging reference on all aspects of this field, from the theoretical dimensions of teaching online to the technological aspects of implementing online courses - with a central focus on the effective education of students. Key topics explored through nearly 400 entries include:

- technology used in the online classroom
- institutions that have contributed to the growth of online education
- the pedagogical basis and strategies of online education
- effectiveness and assessment
- different types of online education and best practices
- the changing role of online education in the global education system.

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THE SAGE HANDBOOK OF EARLY CHILDHOOD RESEARCH

Edited by Ann Farrell
Queensland University of Technology, Sharon L Kagan
Columbia University and E Kay M Tisdall
University of Edinburgh

The SAGE Handbook of Early Childhood Research offers significant challenges, and progress in thinking, for theory, research, policy and practice – and for the relationships between those dimensions. The editors bring substantial expertise from three continents and make this a truly international volume. This book will have an important place on the bookshelves of everyone seriously interested in early childhood research.

- Nigel Patrick Thomas,
  Professor of Childhood and Youth Research, School of Social Work, University of Central Lancashire

This handbook provides a comprehensive and global overview of the intersection of research with practice and policy in early childhood development. The all-star cast, with expertise across the sectors of early childhood, provides probing and forward-looking syntheses.

- Hiro Yoshikawa, Professor of Globalization and Education at NYU Steinhardt

Recent decades have seen an upsurge of research with and about young children, their families and communities. The Handbook provides a landmark overview of the field of early childhood research and sets an agenda for future early childhood research. The team of internationally recognized specialists apply their expertise to conceptual and methodological issues in research and to relevant areas of practice and policy, including:

- the field of early childhood research and its key contributions
- new theories and theoretical approaches in early childhood research
- collecting and analysing data
- applications of early childhood research.

The SAGE Handbook of Early Childhood Research is a valuable reference text for all who are engaged in research with young children.

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November 2015 • 576 pages
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THE SAGE ENCYCLOPEDIA OF CONTEMPORARY EARLY CHILDHOOD EDUCATION

Edited by Donna Couchenour and J Kent Chrisman both at Shippensburg University

The general public often views early childhood education as either simple ‘babysitting’ or as preparation for later learning. Of course, both viewpoints are simplistic. Deep understanding of child development, best educational practices based on development, emergent curriculum, cultural competence and applications of family systems are necessary for high-quality early education. Highly effective early childhood education is rare in that it requires collaboration and transitions among a variety of systems for children from birth through to eight years of age.

The SAGE Encyclopedia of Contemporary Early Childhood Education presents, in three comprehensive volumes, advanced research, accurate practical applications of research, historical foundations and key facts from the field of contemporary early childhood education.

Through approximately 450 entries, this work includes all areas of child development - physical, cognitive, linguistic, social, emotional, aesthetic - as well as a comprehensive review of best educational practices with young children, effective preparation for early childhood professionals and policy-making practices and addresses such questions as:

- how is the field of early childhood education defined?
- what are the roots of this field of study?
- how is the history of early childhood education similar and yet different from the study of public education?
- what are the major influences on understandings of best practices in early childhood education?

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This Major Work addresses the lack of consolidation of knowledge in the field, drawing on a wide range of specialisms and so allowing researchers to 'see' the field clearly, and understand its development over time.

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Edited by Tristan Bunnell, Mary Hayden and Jeff Thompson
all at University of Bath

International education is a relatively new area of academic study but it is evolving rapidly due to the growth and development of overseas campuses and international curricula, at both school and university levels. International education can be viewed as an 'umbrella' term linking a number of cognate areas including globalization, global citizenship and cosmopolitanism.

In this landmark collection, leading scholars present the key theories and models of practice in international education through a selection of seminal articles and chapters from around the globe.

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