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Reading for pleasure urgently requires a higher profile to raise attainment and increase children ' s engagement as self-motivated and socially interactive readers. Building Communities of Engaged Readers highlights the concept of ' Reading Teachers ' who are not only knowledgeable about texts for children, but are aware of their own reading identities and prepared to share their enthusiasm and understanding of what being a reader means. Sharing the processes of reading with young readers is an innovative approach to developing new generations of readers. Examining the interplay between the ' will and the skill ' to read, the book distinctively details a reading for pleasure pedagogy and demonstrates that reader engagement is strongly influenced by relationships between children, teachers, families and communities. Importantly it provides compelling evidence that reciprocal reading communities in school encompass: a shared concept of what it means to be a reader in the 21st century; considerable teacher and child knowledge of children ' s literature and other texts; pedagogic practices which acknowledge and develop diverse reader identities; spontaneous ' inside-text talk ' on the part of all members; a shift in the focus of control and new social spaces that encourage choice and children ' s rights as readers. Written by experts in the literacy field and illustrated throughout with examples from the project schools, it is essential reading for all those concerned with improving young people ' s enjoyment of and attainment in reading.

Thirty-something, out of work, separated from his wife and alienated from his autistic son, Barney retreats into the fantasy world of his past. He harks back to the do-or-dare days with his mates, Winkie, Pompus, Stubbs and Tony Football. Nearly twenty years later, rummaging in the attic, Barney unearths a priceless possession, one that reunites his old circle of friends. As the men get involved in the re-creation of their childhood game - this time with very grown-up stakes - jealousies, rivalries and enmities test their friendship to breaking-point and even threaten their lives. Now, everyone is willing to do or die for the little green man...except this time it's for keeps.

The debate over whether class size matters for teaching and learning is one of the most enduring, and aggressive, in education research. Teachers often insist that small classes benefit their work. But many experts argue that evidence from research shows class size has little impact on pupil outcomes, so does not matter, and this dominant view has informed policymaking internationally. Here, the lead researchers on the world ' s biggest study into class size effects present a counter-argument. Through detailed analysis of the complex relations involved in the classroom they reveal the mechanisms that support teachers ' experience, and conclude that class size matters very much indeed. Drawing on 20 years of systematic classroom observatons, surveys of practitioners, detailed case studies and extensive reviews of research, Peter Blatchford and Anthony Russell contend that common ways of researching the impact of class size are limited and sometimes misguided. While class size may have no direct effect on pupil outcomes, it has, they say, significant force through interconnections with classroom processes. In describing these connections, the book opens up the everyday world of the classroom and shows that the influence of class size is everywhere. It impacts on teaching, grouping practices and classroom management, the quality of peer relations, tasks given to pupils, and on the time teachers have for marking, assessments and understanding the strengths and challenges for individual pupils. From their analysis, the authors develop a new social pedagogical model of how class size influences work, and identify policy conclusions and implications for teachers and schools.

English and Its Teachers offers a historical overview of the development of secondary English teaching in schools over the past 50 years. Initially charting the rise of a new progressive approach in the 1960s, the book then considers the implications for the subject and its teachers of three decades of central policy intervention. Throughout, document and interview data are combined to construct a narrative that details the fascinating and, at times, turbulent history. The book is divided into two main parts - ' The age of invention ' and ' The age of intervention '. The first of these sections details how innovative English teachers and academics helped to develop a new model. The second section explores how successive governments have sought to shape English through policy. A final part draws comparisons with the teaching of the subject in other major English-speaking nations and considers what the future might hold. English and Its Teachers is a valuable resource for those interested in the teaching of English in secondary schools, from new entrants to the profession, to experienced teachers and academics working in the sector.

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"At the very time the need for effective leadership is reaching critical proportions, Michael Fullan's Leading in a Culture of Change provides powerful insights for moving forward. We look forward to sharing it with our grantees." --Tom Vander Ark, executive director, Education, Bill and Melinda Gates Foundation "Fullan articulates clearly the core values and practices of leadership required at all levels of the organization. Using specific examples, he convinces us that the key change principles are equally critical for leadership in business and education organizations." --John Evans, chairman, Torstar Corporation "In Leading in a Culture of Change, Michael Fullan deftly combines his expertise in school reform with the latest insights in organizational change and leadership. The result is a compelling and insightful exposition on how leaders in any setting can bring about lasting, positive, systemic change in their organizations." --John Alexander, president, Center for Creative Leadership "Michael Fullan's work is remarkable. He masterfully captures how leaders can significantly improve their learning and performance, even in the uncontrollable, chaotic circumstances in which they practice. A tour de force." --Anthony Alvarado, chancellor of instruction, San Diego City Schools "Too often schools and businesses are seen as separate and foreign places. Michael Fullan blends the best of knowledge from each into an exemplary template for improving leadership in both." --Terrence E. Deal, coauthor of Leading with Soul Business, nonprofit, and public sector leaders are facing new and daunting challenges--rapid-paced developments in technology, sudden shifts in the marketplace, and crisis and contention in the public arena. If they are to survive in this chaotic environment, leaders must develop the skills they need to lead effectively no matter how fast the world around them is changing. Leading in a Culture of Change offers new and seasoned leaders' insights into the dynamics of change and presents a unique and imaginative approach for navigating the intricacies of the change process. Michael Fullan--an internationally acclaimed expert in organizational change--shows how leaders in all types of organizations can accomplish their goals and become exceptional leaders. He draws on the most current ideas and theories on the topic of effective leadership, incorporates case examples of large scale transformation, and reveals a remarkable convergence of powerful themes or, as he calls them, the five core competencies. By integrating the five core competencies--attending to a broader moral purpose, keeping on top of the change process, cultivating relationships, sharing knowledge, and setting a vision and context for creating coherence in organizations--leaders will be empowered to deal with complex change. They will be transformed into exceptional leaders who consistently mobilize their compatriots to do important and difficult work under conditions of constant change.

With increasing numbers of learners in secondary schools having English as an additional language, it is crucial for all teachers to understand the learning requirements of these students and plan distinctive teaching approaches to engage and support them. This book provides school leaders, trainee teachers and qualified teachers with the skills and practical knowledge they need to strengthen the learning outcomes of students for whom English is an additional language. Teaching English as an Additional Language in Secondary Schools sets out realistic ways in which EAL learners can be engaged and stretched in their learning, building on their prior literacy, cultural experiences and language learning. It clearly explains the theory and key research into how additional languages are acquired and offers practical classroom teaching and learning strategies to show teachers how they can help EAL learners to access the curriculum and reflect on their learning through assessments. Features include: tasks to help put the ideas into practice case studies illustrating the key challenges faced by EAL learners summaries of key research findings reflections to encourage deeper thinking. Drawing on the daily experiences of teachers and teaching assistants, this book will be essential reading for all trainee and practising teachers that want to ensure students with EAL fulfil their true learning potential.

'A splendid read. Via interviews with several Secretaries of State for Education and a supporting analytical commentary, Education Policy provides a fascinating insight and historical appraisal of English policy rationale'. -Dr David Kitchener, Reader in Education, University of Bolton 'This book should be compulsory reading, not only for people interested in the history of education policy but also for policy makers, to remind them of what has gone before'. -Dr Andrew Townsend, University of Nottingham From Butler to Balls and beyond, this essential book illuminates educational issues in England and Wales since WWII, drawing on extensive documentary evidence. Inside you will find in-depth interviews with former Secretaries of State for Education and other key decision-makers, including: - Ed Balls - David Blunkett - Michael Gove - Alan Johnson - Ruth Kelly The interviews cover the historical context of their period of office and the lasting legacy of their policies. This is a must-read for Masters-level students on Education courses and PGCE programmes, and will be valuable to undergraduates studying modern history and social policy. Ian Abbott is Director of the Warwick Institute of Education. Mike Rathbone was previously Director of Continuing Professional Development in the Institute of Education. Phil Whitehead is the course leader for the secondary PGCE (Teach First). All are at the University of Warwick.

Life is tough and cheerless for Billy Casper, a disillusioned teenager growing up in a small Yorkshire mining town. Violence is commonplace and he is frequently cold and hungry. Yet he is determined to be a survivor and when he finds Kes, a kestrel hawk he discovers a passion in life. Billy identifies with her proud silence and she inspired in him the trust and love that nothing else can. Intense and raw and bitingly honest, A KETREL FOR A KNAVE was first published in 1968 and was also madeinto a highly acclaimed film, 'Kes', directed by Ken Loach.

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