New and Bestselling titles

Education 2016-2017

www.sagepub.in
Why is higher education in India lagging behind in comparison to the education in the West?

Quality of research and teaching are the two major gaps for Indian universities to compete globally. High quality research and teaching warrants high quality faculty and facilities. Indian universities are funded too little to attract talented young people to the profession and develop globally competitive academic facilities. Indian universities are far too governed and controlled for innovation. Academic competition and recognition for performance are missing.

How do changing governments play an important role in education reforms?

Major instruments of educational reforms are policies and action plans. Higher Education institutions have demonstrated their capabilities of managing themselves. Governments would be well advised to facilitate (not control) by removing road blocks from the path of innovations and excellence. Government must create a level playing field for private, state and central institutions.

An advice that you would like to share with the head of educational institutes across India?

Heads of institutions understand what quality education is. But they must recognize that quality does not come automatically. Quality must be an active agenda of management. There are several well tested techniques of quality management. Together with the faculty and students, they must set quality policy and strategic plans for quality improvement. Quality is not necessarily costly; but certainly challenges creativity of the leadership.

Lastly, please share your invaluable suggestions that students should keep in mind while choosing an educational institute.

Employers prefer brilliant students from mediocre university over mediocre student from brilliant universities. You must excel. You can excel when what you study matches with your natural propensities and learning preferences. Every subject is good only if you excel. Choose a university that supports your learning preferences and your learning style. Choose a university where ‘teachers deeply engage with students.’

Classrooms, Cultures And Cases

The book is an important contribution to the anthropological studies on schooling in India and, perhaps, one of the most definitive works on the subject.

The book is a collection of ethnographic studies conducted on various schools in India and has been edited by Meenakshi Thapan, a Professor of Sociology at the Delhi School of Economics and co-ordinator of the D.S. Kothari Centre for Science, Ethics and Education in Delhi University. In Ethnographies of Schooling in Contemporary India, the authors have explored what it’s like to be in the classroom of Indian schools, and sought to get a perspective on the dynamics involved.

With a large population of school-going children in the country, we tend to look at education through criteria such as dropout rates, grades, student strength, attendance rates, student-teacher ratios and college entrance exams. However, these numbers cannot possibly capture the true picture of the process of schooling in the country. The study is based on research conducted in three private and two government schools in Delhi, two aided Muslim schools in Ahmedabad and a private school in Andhra Pradesh.

Evidently, this book provides a gauge of various cultures prevalent in the sample schools. Here, it is pertinent to note that ethnographic studies require adequate training, since researchers may “pollute” the data by making the students’ conscious, or using their own subjectivity and biases.

Despite such risks, Chapters such as Anuradha Sharma’s ‘Negotiating School and Gender: Peer Performatives’, Parul Bhandari’s ‘In Quest of Identity: Student Culture in a Religious Minority Institution’ seem well structured.

The book is an important contribution to the anthropological studies on schooling in India and, perhaps, one of the most definitive works on the subject. Besides being a useful manual to a postgraduate student, academic staff and a school head, the book will be equally useful to planners and administrators creating a holistic way of nurturing students.
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SAGE India

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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

2016 • 512 pages
Hardback (9781473908208) • £70.00
Paperback (9781473908208) • £24.99

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.

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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.

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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

2016 • 216 pages
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Paperback (9781446298718) • £22.99

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2016 • 216 pages
Hardback (9781446298701) • £65.00
Paperback (9781446298718) • £22.99
NEW EDITION!

CHILD OBSERVATION FOR EARLY CHILDHOOD
A Guide for students of 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
2016 • 200 pages
Hardback (9781473952393) • £60.00
Paperback (9781473952409) • £21.99

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? / Significances 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

2016 • 204 pages
Hardback (9781473953847) • £75.00
Paperback (9781473953854) • £24.99

NEW EDITION!

UNDERSTANDING EARLY YEARS POLICY
Fourth Edition
Damien Fitzgerald and Janet Kay both at Sheffield Hallam University

This new Fourth Edition is an accessible and engaging read. It takes the reader through the complex network of policy development and makes useful links to other areas of policy. The examples and suggested activities make a potentially dry subject matter come alive and will be very helpful to students.

- Sue Mills, Senior Lecturer, University of Leeds

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.

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2016 • 200 pages
Hardback (9781412961905) • £70.00
Paperback (9781412961905) • £23.99
CHILD DEVELOPMENT FOR EARLY YEARS STUDENTS AND PRACTITIONERS

Third Edition

Sally Neaum Teesside University

What do we mean by ‘child development’?
How can we support children’s development in Early Years practice?

This accessible textbook on child development is for students of Early Years, Early Childhood Studies and related disciplines (both degree and foundation degree level) as well as for early years practitioners. Introducing the context of child development, it not only progresses student’s understanding but also explores how early years practitioners can support this in practice. The book considers the biological/social debate, explores holistic development and examines factors affecting development.

This new Third Edition has been updated throughout and brought into line with current policy. It references the 2014 Special Educational Needs Code of Practice and the new Early Years Teacher status. Other updates to this edition include:

• new critique of the assessment of school readiness - increasingly a topical theme in the Early Years
• new information and discussion of the differences between the EYFS and the first Key Stage of the National Curriculum
• new case studies and enhanced interactive activities.

2016 • 208 pages
Hardback (9781473944565) • £65.00
Paperback (9781473944572) • £19.99

CHILDHOOD IN SOCIETY FOR THE EARLY YEARS

Third Edition

Rory McDowall Clark University of Worcester

Childhood can only be understood in relation to the multitude of social factors which surround it. This book is written for students doing degrees and foundation degrees in Early Years, Early Childhood Studies and related disciplines. It offers an introduction to the study of childhood and the different contexts within which childhood exists. The text encourages you to re-think childhood, exploring childhood from different contexts - from the child within the family, to the global perspective and the child’s own perspective. It enables you to begin to understand childhood in relation to society and to develop the skills to look at childhood from a critical standpoint.

This Third Edition includes a new chapter on ‘The Evolution of Early Years Provision’, adding essential context to the current situation. It has been updated in line with recent changes in the Early Years sector and includes some critical examination of the new Baseline Assessment.

2016 • 192 pages
Hardback (9781473944541) • £65.00
Paperback (9781473944558) • £19.99

AN INTRODUCTION TO CHILD DEVELOPMENT

Third Edition

Thomas Keenan Niagara College, Subhadra Evans Deakin University and Kevin Crowley University of South Wales

An Introduction to Child Development, Third Edition provides undergraduate students in psychology and other disciplines with a comprehensive survey of the main areas of child development, from infancy through to adolescence in a readily accessible format. It equips students with an appreciation of the critical issues, while providing balanced coverage of topics that represent both classic and cutting-edge work in this vast and fascinating field.

The new edition has been fully updated and features:

• topical research examples from current literature in psychology, education, nursing and medicine, including new material on fetal learning and the role of play
• new and expanded sections covering key contemporary issues in cognitive, emotional and social development
• new features such as ‘Points for Reflection’ boxes, designed to encourage the reader to reflect more deeply on the subject matter
• access to an enhanced SAGE Edge companion website which features online readings, PowerPoint slides, ‘Test Yourself’ questions and much more (https://edge.sagepub.com/Keenan3e).

This textbook is essential reading for undergraduate students taking an introductory course in child development or developmental psychology and provides a clear and accessible foundation for essays, assignments and other projects.

CONTENTS


SAGE FOUNDATIONS OF PSYCHOLOGY SERIES

2016 • 456 pages
Hardback (9781446295632) • £100.00
Paperback (9781446274026) • £32.99

THE DEVELOPMENT OF CHILDREN’S THINKING

A Dynamic Systems Approach

Jeremy Carpendale Simon Fraser University, Ulrich Muller University of Victoria, British Columbia and Charlie Lewis Lancaster University

This text introduces students to several core areas of developmental psychology including cognitive development, gestural communication in infancy, language, social cognitive development, and moral development. It looks at classic theories in the area of developmental psychology and demonstrates how new areas of research such as cognitive neuroscience have impacted on our understanding of how children develop.

2016 • 448 pages
Hardback (9781446295632) • £100.00
Paperback (9781446295649) • £34.99
TEACHING EARLY READING AND PHONICS

Creative Approaches to Early Literacy

Second Edition

Kathy Gouch Canterbury Christ Church University and
Andrew Lamirth 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.

2017 • 168 pages
Hardback (9781473918894) • £65.00
Paperback (9781473918900) • £22.99

NEW EDITION!

TALKING AND LEARNING 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
• 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

2016 • 208 pages
Hardback (9781473912502) • £70.00
Paperback (9781473912519) • £23.99

EXPLORING SCIENCE WITH YOUNG CHILDREN

Madeleine Leonard Queen’s University Belfast

Outlining sociology’s distinctive contribution to childhood studies and our understanding of contemporary children and childhood, 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-generacy and Intra-generacy / Conclusion - Blurred Boundaries

2016 • 164 pages
Hardback (9781446259245) • £24.99
Paperback (9781446259238) • £22.99

TEACHING EARLY READING AND PHONICS

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Second Edition

Kathy Gouch Canterbury Christ Church University and
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Paperback (9781473918900) • £22.99

NEW EDITION!

TALKING AND LEARNING WITH YOUNG CHILDREN

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.

Informed 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


2016 • 216 pages
Hardback (9781473912397) • £65.00
Paperback (9781473912403) • £22.99

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A Developmental Perspective

Terry Russell University of Liverpool and Linda McGuigan

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

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2016 • 208 pages
Hardback (9781473912502) • £70.00
Paperback (9781473912519) • £23.99
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
2016 • 168 pages
Hardback (9781473906471) • £65.00
Paperback (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
2015 • 128 pages
Hardback (9781446287453) • £70.00
Paperback (9781446287460) • £23.99

FOREST SCHOOL IN PRACTICE
For All Ages
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.
2015 • 180 pages
Hardback (9781473948914) • £65.00
Paperback (9781473948921) • £22.99
HUMAN GROWTH AND DEVELOPMENT

Third Edition

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

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


2016 • 272 pages
Hardback (9781473916265) • £75.00
Paperback (9781473916258) • £26.99

USING MULTILITERACIES AND MULTIMODALITIES TO SUPPORT YOUNG CHILDREN’S LEARNING

Marie Charles and Bill Boyle both Independent Consultants

This is a timely book that effectively challenges the current emphasis on a homogeneous approach to teaching, learning, and assessment in early literacy. It encourages us to engage with the real world complexity of young children’s learning and offers a series of rich and detailed examples of this in practice.

Sally Neaum, Teesside and Durham Universities, and Author of Beyond Early Reading

Grounded in classroom practice, this practical book shows trainees and current teachers how to scaffold children’s literacy using a creative and supportive approach. It offers teaching strategies for Multiliteracies (fiction, expository/instructions, poetry, recount) and Multimodalities (reading, writing, speaking, listening, performing, illustrating) and helps to develop a relationship between teacher and learner.

Chapter topics include:
• socio-dramatic play
• collaboration
• guided group teaching strategies
• integration of genres.

This clear and accessible book will be extremely valuable to students and practitioners on PGCE programmes, B.Eds, Masters, workshop and conference CPD, and advanced Teaching Assistant training.

2014 • 160 pages
Hardback (9781446273330) • £23.99
Paperback (9781446273340) • £25.99

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

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

2016 • 144 pages
Hardback (9781473913318) • £75.00
Paperback (9781473913318) • £25.99

CURRICULUM DEVELOPMENT

A Guide for Educators

Bill Boyle and Marie Charles both Independent Consultants

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

2016 • 224 pages
Hardback (9781446273396) • £70.00
Paperback (9781446273302) • £23.99
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

2017 • 256 pages
Hardback (9781446253144) • £20.99
Paperback (9781446253144) • £20.99

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. 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

2016 • 312 pages
Hardback (9781473912779) • £70.00
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TEACHING GRAMMAR, PUNCTUATION AND SPELLING IN PRIMARY SCHOOLS

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

TRANSFORMING PRIMARY QTS SERIES

2016 • 240 pages

Hardback (9781473942240) • £60.00
Paperback (9781473942257) • £17.99

BIG 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 NQTs.

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

2017 • 320 pages

Hardback (9781473913165) • £75.00
Paperback (9781473913172) • £24.99

LANGUAGE AND COMMUNICATION IN PRIMARY SCHOOLS

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.

2016 • 176 pages

Hardback (9781473946132) • £65.00
Paperback (9781473946149) • £22.99

CHILDREN’S LITERATURE IN PRIMARY SCHOOLS

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.

2016 • 256 pages

Hardback (9781473969001) • £65.00
Paperback (9781473969018) • £21.99
UNDERSTANDING AND USING EDUCATIONAL THEORIES
Karl Aubrey and Alison Riley both at Bishop Grosseteste University

Provides education students a clear critical overview of the most influential twentieth and twenty-first century thinkers and shows how they translate into practice.

2016 • 216 pages
Hardback (9781473905894) • £65.00
Paperback (9781473905900) • £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
2016 • 216 pages
Hardback (9781473912243) • £70.00
Paperback (9781473912250) • £23.99

LEARNING THEORIES IN CHILDHOOD
Second Edition
Colette Gray Stranmillis University College and Sean MacBlain University of St Mark and St John

This text presents the key learning theories and theorists in children’s learning with a balanced but critical review of each perspective.

2015 • 240 pages
Hardback (9781473906457) • £70.00
Paperback (9781473906464) • £23.99

PRIMARY PROFESSIONAL STUDIES
Third Edition
Edited by Alice Hansen
Education Consultant

Primary teacher training is challenging. Trainees must be prepared to consider teaching in innovative ways, while remaining focussed on the unchanging requirements of children’s learning. The third edition of this popular core book supports trainee teachers working towards primary QTS taking account of the diverse aspects of primary professional studies.

Mapped to the Teachers’ Standards and the new National Curriculum, this text designed specifically for the primary professional studies module. It begins with an exploration of the curriculum reviewing recent changes together with the new National Curriculum as well as taking a wider view of curriculum design and delivery.

TRANSFORMING PRIMARY QTS SERIES
2015 • 344 pages
Hardback (9781473916074) • £65.00
Paperback (9781473916081) • £22.99

THE SEND CODE OF PRACTICE 0-25 YEARS
Policy, Provision and Practice
Rona Tutt Consultant, Writer, Researcher and Former President of NAHT and Paul Williams Headteacher, London

This book guides practitioners to not only meet the requirements, but improve outcomes for children and young people with Special Educational Needs and Disabilities in line with the new SEND Code of Practice.

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

2015 • 144 pages
Hardback (9781473907966) • £65.00
Paperback (9781473907973) • £22.99
THE EARLY YEARS TEACHER’S BOOK

Achieving Early Years Teacher Status

Leonie Abrahamson

This is a systematic and practical guide to achieving Early Years Teacher Status and meeting the EYT standards and requirements. Chapters explore every standard and indicator, with notes on theory, practical tips, case studies and activities. It’s also supported by the inclusion of all the standards at the back of the book.

2015 • 432 pages
Hardback (9781473917507) • £68.00
Paperback (9781473905726) • £24.99

PASSING THE PROFESSIONAL SKILLS TESTS FOR TRAINEE TEACHERS AND GETTING INTO ITT

Second Edition

Bruce Bond, Jim Johnson, Mark Patmore, Nina Weiss and Geoff Barker

Essential guide to passing the QTS Professional Skills tests, written by authors of the current test. Includes guidance on how to successfully apply to Initial Teacher Training (ITT) in England.

2015 • 224 pages
Hardback (9781473913448) • £63.00
Paperback (9781473913455) • £19.99

UNDERSTANDING WORKING MEMORY

Second Edition

Tracy Packiam Alloway University of North Florida and Ross G Alloway Memosyne Ltd

Working memory is a foundational skill in the classroom and when properly supported it can often turn around a struggling student’s prospects. This book will make sure you understand spot problems early, work with children to improve their working memory and ensure they reach their full potential.

2015 • 168 pages
Hardback (9781446274200) • £79.00
Paperback (9781446274217) • £24.99

CHILD DEVELOPMENT

A clear and student-friendly introduction to the key aspects of child development, from a psychological approach.

2014 • 288 pages
Hardback (9781849201360) • £71.00
Paperback (9781849201377) • £22.99

FORMATIVE ASSESSMENT FOR TEACHING AND LEARNING

Bill Boyle and Marie Charles both Independent Consultants

With chapters based on real situations outlining practical strategies, this guide shows you how formative teaching, learning and assessment can enrich day-to-day teaching, and ensure deep and sustained learning.

2013 • 240 pages
Hardback (9781446273319) • £71.00
Paperback (9781446273326) • £24.99
LESSONS IN TEACHING 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

2015 • 176 pages
Hardback (9781473915930) • £60.00
Paperback (9781473915947) • £18.99

INSPIRING WRITING IN PRIMARY SCHOOLS

Liz Chamberlain Open University, UK 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.

CONTENTS

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

2016 • 160 pages
Hardback (9781473916098) • £60.00
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More from the Lessons in Teaching Series

✓ Tried and tested in the classroom
✓ In line with the Primary National Curriculum
✓ Supported by pedagogy and theory

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.

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
2016 • 248 pages
Hardback (9781473912052) • £70.00
Paperback (9781473912052) • £23.99

CURIOUS LEARNERS IN PRIMARY MATHS, SCIENCE, COMPUTING AND DT
Alan Cross University of Manchester, Alison Borthwick, and Karen Beswick, Jon Board and Jon Chippindall all 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.
2016 • 208 pages
Hardback (9781473952379) • £65.00
Paperback (9781473952386) • £23.99

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.
2016 • 208 pages
Hardback (9781473961692) • £60.00
Paperback (9781473961708) • £19.99

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
2016 • 200 pages
Hardback (9781473966871) • £55.00
Paperback (9781473961562) • £22.99
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.

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

2016 • 372 pages
Hardback (9781473906938) • £75.00
Paperback (9781473906945) • £24.99

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.

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.

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.
THE MULTIPLE IDENTITIES OF A RECESSION TEACHER

Pedagogy and Pratice

Edited by Anna Cox and Gillian Sykes both at University of Northampton

The Reception Year is a special time for children and their teachers. This text celebrates the uniqueness of the Reception Year, and explores the special context of the ‘first year of school’. It considers the multiple roles of the Reception Teacher - working not just as a ‘teacher’ but a carer, a collaborator, a partner, a creator, a leader and an observer. This must-have guide for trainee and beginning reception teachers features key guidance on:

- establishing effective routines to create a positive learning environment
- involving parents and carers in children's learning
- working out what works for you and your class
- creating effective learning spaces and resources
- harnessing the learning potential of the outdoor environment.

2016 • 176 pages
Hardback (9781473959514) • £65.00
Paperback (9781473959521) • £22.99

LIFE AFTER LEVELS

One school's story of transforming primary assessment

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.

2016 • 160 pages
Hardback (9781473964259) • £65.00
Paperback (9781473964266) • £22.99

How to Teach the New Primary National Curriculum

Now available in campus bookshops and online!

- Chapter sequencing follows the new Curriculum
- Explores opportunities for creative and imaginative teaching
- Includes full National Curriculum Programmes of Study, KS1 & 2
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

2016 • 256 pages
Hardback (9781473906952) • £65.00
Paperback (9781473906969) • £21.99

TEACHING CHARACTER IN THE PRIMARY CLASSROOM

Tom Harrison, Ian Morris and John Ryan all at University of Birmingham

Character matters. As more and more schools are choosing to teach Character Education, trainee and beginning teachers need to know more. What is Character Education? Can it really be ‘taught’? How does children’s learning benefit from discussions around character in the classroom? How do I teach it? What does good teaching of Character Education look like in the classroom?

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.

2016 • 168 pages
Hardback (9781473952164) • £65.00
Paperback (9781473952171) • £22.99

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: Reversing Fractions / Stage 3: Fractions as Numbers / Stage 3: Operating with Fractions / From Fractions to Algebra

MATHS RECOVERY SERIES
2016 • 224 pages
Hardback (9781412962209) • £75.00
Paperback (9781412962209) • £24.99

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:
- helps conceive, conduct, write up and share research with others
- looks at how to access research findings to improve classroom practice.

2016 • 144 pages
Hardback (9781473948129) • £65.00
Paperback (9781473948136) • £21.99
TRANSFORMING BEHAVIOUR IN THE CLASSROOM

A solution-focused guide for new teachers

Geoffrey James Education Consultant

Being able to teach and manage behaviour in your classroom effectively is one of the basic foundations of good teaching. However, creating a positive, productive learning environment is challenging as the causes of behavioural issues can seem complex and difficult to change.

This book introduces the solution-focused approach to changing behaviour. As a creative, inquiry approach to teaching behaviour it reveals the students’ strengths, resources and best hopes for the future, empowering them to take achievable, small steps in transforming their own behaviour. The solution-support approach offers a flexible methodology for bringing about lasting change in the classroom, supported by a practical framework. This book supports new teachers to develop confidence in the classroom with case stories throughout the book, drawn from real life, exploring key strategies and issues and demonstrating remarkable results.

CONTENTS


2016 • 176 pages
Hardback (9781473902305) • £65.00
Paperback (9781473902312) • £22.99

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


2016 • 336 pages
Hardback (9781473913622) • £75.00
Paperback (9781473913639) • £23.99

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.

2017 • 224 pages
Hardback (9781412962506) • £65.00
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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.

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

2016 • 224 pages
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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

2016 • 328 pages
Paperback (9781483374437) • $65.00

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 with complex needs and young people with severe and complex learning difficulties.

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, group or 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


2016 • 144 pages
Hardback (9781473912526) • £100.00
Paperback (9781473912533) • £34.99

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


2016 • 416 pages
Hardback (9781473904538) • £75.00
Paperback (9781473904545) • £24.99
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

CONTENTS


RONA TUTT’S GUIDE TO SEND & INCLUSION

Inclusion for the 21st century

Rona Tutt Consultant, Writer, Researcher and Former President of NAHT

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.

NEW EDITION!

TEACHING LITERACY TO LEARNERS WITH DYSLEXIA

A Multi-sensory Approach

Second Edition

Kathleen Kelly Manchester Metropolitan University and Sylvia Phillips Glyndwr University

The Second Edition of this bestselling book provides a structured multisensory programme for teaching literacy to children and young people from 5-18 with dyslexia and other specific literacy difficulties. Supported by a wealth of resources available online and updated throughout, the new edition now includes a brand new section on Implementing the Accelerated Programme for learners who have already acquired some literacy skills.

This includes:

• a placement test to indicate whether the programme is appropriate
• a diagnostic assessment procedure to determine where the learner should begin on the Accelerated Programme
• examples of lesson plans, reading cards and spelling cards to help teachers prepare resources for their students.

With tried and tested strategies and activities, this book continues to provide everything you need to help improve and develop the literacy skills of learners in your setting including:

• the rationale for a structured multi-sensory approach
• the development of phonological, reading, writing and spelling skills
• working with learners who have English as an Additional Language (EAL)
• lesson structure and lesson-planning
• alphabet and dictionary skills
• memory work and study skills
• teaching the programme to groups
• ideas for working with young children.

CONTENTS

Part I: Teaching Learners with Dyslexia: Theory and Context / The Contribution of Theories of Causation to the Development of a Multisensory Teaching Programme / The Role of Memory in Acquiring Literacy Skills / Phonological Skills, Literacy and Dyslexia / The Development of Reading Skills / Spelling Development and Dyslexia / Teaching Handwriting / Dyslexia and Learners for whom English is an Additional Language / Part II: Conquering Literacy: A Multisensory Programme for Teaching Learners with Dyslexia – Teaching Strategies / Principles, Teaching Strategies, and Programme Structure / Lesson Planning / Alphabet and Dictionary Work / Introducing the New Teaching Point in a Lesson / The Role of Memory in the Programme / Study Skills within the Programme / Part III: Conquering Literacy – A Multisensory Programme / The Conquering Literacy Programme: Examples of Activities / Appendix A: Ideas for Working with Young Children / Appendix B: Teaching the Programme to Groups / Part IV: The Accelerated Programme / Section A: Conquering Literacy: Accelerated Programme and Placement Tests / Section B: Implementing the Accelerated Programme / Part V: Resources

2016 • 488 pages

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Paperback (9781483319254) • $115.00

2016 • 156 pages
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Supporting Learning Difficulties in Maths
Second Edition
Ronit Bird
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Gillie Bolton Freelance Consultant
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Penny Mukherji and Deborah Albon both at London Metropolitan University
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Ann Gravells
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Keith F. Punch University of Western Australia and Alis Oancea University of Oxford

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Wendy Jolliffe University of Hull, David Waugh University of Durham and Angela Carss

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CLASSROOM BEHAVIOUR
A Practical Guide to Effective Teaching, Behaviour Management and Colleague Support
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Bill Rogers Independent Educational Consultant, Victoria

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TEACHING NUMBER IN THE CLASSROOM WITH 4-8 YEAR OLDS
Second Edition
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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Jane Medwell University of Nottingham, David Wray, George Moore both at University of Warwick and Vivienne Griffiths Canterbury Christ Church University

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AN INTRODUCTION TO EARLY CHILDHOOD
Third Edition
Tim Waller and Geraldine Davis both at Anglia Ruskin University

2014 • 440 pages
Hardback (9781446254844) • £83.00
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COFFEE BREAK CROSSWORD CHALLENGE

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)
APPRAOCH OF ICT IN EDUCATION FOR RURAL DEVELOPMENT

Good Practices from Developing Countries

Edited by ZENG Haijun UNESCO International Research and Training Centre for Rural Education, China, XIA Weifeng Executive Editor-in-Chief, Journal Distance Education in China, WANG Jinghua CEO, Beijing TianDiShang Science and Technology Co, Ltd, and WANG Rong Programme Assistant, UNESCO International Research and Training Centre for Rural Education

There are many challenges faced in effective Information and Communication Technology (ICT) implementation for rural development. This book contains policy recommendations to help drive and stimulate innovation and creativity through ICT use and reduce the digital divide and social exclusion in rural areas. The cases included in this book typically represent the ICT educational applications in China and developing countries and examine how current policies can support the overall development progress. It is expected to share good practices and to focus on spreading them better among three targeted groups of people: young people in rural areas, teachers at rural primary and high schools, and “left-behind” rural women.

CONTENTS


E-LEARNING IN CHINA

ZENG Haijun UNESCO International Research and Training Centre for Rural Education, China, BAO Huaying School of Continuing Education and Teacher Training, Beijing Normal University, Beijing, China and CHEN Geng Director, School of Distance Learning and Continuing Education, Beijing Jiaotong University, China

This book presents a review of Chinese experience in e-learning. It outlines the background of e-learning in the country and charts out its development. E-learning has two forms here: the e-learning colleges in 68 regular universities and the open University system led by the Open University of China. The off-campus support systems for e-learning students include public service systems with Chinese characteristics, except for learning centers. This education primarily targets people outside school—adult employees—and provides education services to rural areas, industries, remote areas, and the army. In its current state, this forms the biggest e-learning system in the world.

CONTENTS

List of Tables / List of Figures / List of Boxes / List of Abbreviations / Foreword by Dong Qi / Preface / Background of the Development of E-Learning in Universities / Development and Policies of E-Learning in Universities / E-Learning Colleges of Regular Universities / E-Learning of the Open University System / E-Learning Public Service Systems / Experiences and Trend Analysis on E-Learning / References / Index

SAGE CHINA STUDIES

2015 • 320 pages • Hardback (9789351501903) • ¥ 1050.00

SAGE CHINA STUDIES

2014 • 396 pages • Hardback (9788132111603) • ¥ 1095.00
DEVELOPING SUPPORT SYSTEMS FOR RURAL TEACHERS’ CONTINUING PROFESSIONAL DEVELOPMENT

Edited by Zhao Yuchi Programme Specialist and Administrative Officer, UNESCO International Research and Training Centre for Rural Education, China, Liu Jing Programme Specialist, UNESCO International Research and Training Centre for Rural Education, China and Awol Endris Programme Officer, UNESCO International Institute for Capacity Building, Africa

An in-depth study of the good practices in teacher support systems around the world! What do rural school teachers need and how can they be supported in their continuing professional development? How can a teacher support system be set up and function in a certain context? What factors would guarantee success of the system? This book tries to answer these questions by taking five case studies from very different contexts and countries—Cambodia, China, Ethiopia, Mozambique and Romania—but with a common topic: ‘developing teacher support systems in rural areas for their continuing professional development’.

CONTENTS

Foreword / Dong Qi / Foreword Arnold Nhavoto / Executive Summary / An Overall Review of Support for Rural Teachers’ Continuing Professional Development: A Case from Romania Ana Maria Sandi / County Teacher Support System: A Case from China, ‘The Southwest Basic Education Project’ Liu Jing / School Cluster System as Support Mechanism for Teachers: A Case Study from Cambodia F Helen Drinan / Pedagogical Workshops as a Rural Teacher Support System in Mozambique Ajudá de Desenvolvimento de Povo para Povo (Development Aid from People to People) / Rural Teachers’ Continuing Professional Development Support System: The Case of Ethiopia Theodros Shewarget Belew / Summary and Policy Recommendations / Index

SAGE CHINA STUDIES
2015 • 288 pages • Hardback (9789351501206) • ₹ 1050.00

EDUCATION AND TRAINING FOR RURAL TRANSFORMATION

Skills, Jobs, Food and Green Future to Combat Poverty

WANG Li Professor and Deputy Director at UNESCO International Research, Training Centre for Rural Education (INRULED) in Beijing, China, Manzoor Ahmed Professor Emeritus, Institute of Educational Development, BRAC University, Bangladesh Qutub Khan Advisor to UNESCO-INRULED, Beijing, China and MENG Hongwei Professor, China National Institute for Educational Research, China

While half of the world’s population now is urban, in Sub-Saharan Africa and South Asia, the proportions of rural people range from 55 to 70 per cent. In this context, education is seen as a key instrument for shaping and fulfilling the goal of rural transformation. This book focuses on the links between education and rural transformation, seeking to underscore the inexorable forces of change rural communities face and how education and training, by equipping people with appropriate knowledge and skills and fostering values of human dignity, can expand their choices and capabilities to exercise these choices.

CONTENTS


SAGE CHINA STUDIES
2016 • 336 pages • Paperback (9789351509004) • ₹ 1350.00

Connect with SAGE!
LEADING FUTURES
Global Perspectives on Educational Leadership
Edited by Alma Harris Deputy Director, Institute of Educational Leadership, University of Malaya, Malaysia and Michelle S Jones Institute of Educational Leadership, University of Malaya, Malaysia

Leadership is undoubtedly one of the most important factors in producing successful and widespread educational change. But leadership does not look the same in all contexts and cultures. Leading Futures brings together scholars and writers on educational leadership from around the world to remind us that more and better comparative studies are needed that look at leadership from many angles. The editors of this book are themselves leaders of change on a global scale. Like them, this book challenges all of us to rethink all the things we thought were universally true about leadership and its effectiveness. A must-read for anyone who wants to extend their understanding of leadership beyond their own domain.

Andy Hargreaves Brennan Chair, Lynch School of Education, Boston College Adviser to the Premier and Minister of Education of Ontario Co-author of Professional Capital

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. The book argues that these four levels are often viewed and described independently but in reality they are inherently interconnected and integrally related. In short, this book takes a multilevel, multicultural and multicontextual look at contemporary educational leadership practice. Through this comparative lens, it presents new ideas, knowledge and insights that would be relevant and ultimately useful to educational leaders around the globe.

CONTENTS

2015 • 288 pages • Hardback (9789351502555) • ₹ 750.00

SCHOOL WORLDS
An Ethnographic Study
Anuradha Sharma Assistant Professor of Sociology, Jesus and Mary College, University of Delhi

School Worlds addresses debates on:
• The role that a school plays in the construction of gender, social class and religious attitudes of its students
• The kind of interactions that take place in school settings due to the varied perceptions of these social identities
• The influence of peer relations and the manner in which gender differences are constituted, re-structured and sometimes overcome

The book focuses on the experiences of schooling through an ethnographic study of everyday life in a secondary school. It assesses classroom interactions amongst teachers and pupils as well as the non-classroom situations within the school space, highlighting the diversity in such spaces that help generate notions of identity.

CONTENTS

Sociology and Social Anthropology of Education in South Asia

2016 • 252 pages • Hardback: (9789351509189) • ₹ 795.00

ETHNOGRAPHIES OF SCHOOLING IN CONTEMPORARY INDIA
Edited by Meenakshi Thapan Delhi School of Economics, University of Delhi

Ethnographies of Schooling in Contemporary India attempts to understand meaning and meaning-making in school processes in India as active aspects of a vibrant school culture. We are reminded that students, in any kind of school, are engaged participants in schooling processes.

CONTENTS

2014 • 380 pages • Hardback (9788132113850) • ₹ 950.00
COMMUNICATION FOR BEHAVIOR CHANGE

Volume III: Using Entertainment-Education for Distance Education

Second Edition

Esta de Fossard  Johns Hopkins University, Washington, DC, USA
and Michael Bailey  Senior Country Advisor, mPowering Frontline Health Workers Partnership

A valuable resource for creating distance education programs for radio, TV, Internet and mobile, using an entertainment-education approach. This volume explains how to integrate education into an entertaining format so that it holds people’s attention while enabling them to improve their health and lifestyle. It also demonstrates how mobile technologies can be used for educating frontline health workers as well as the communities they serve. This book offers many examples of such programs and provides essential guidance on:

- Understanding precisely what knowledge must be imparted to the communities and how.
- Why mobile technology is the new and most important platform for delivering educational content.
- How educational programs can be designed for developing countries in a sustainable way.

CONTENTS


SAGE TEXTS

2016 • 452 pages • Paperback (9789351509264) • ₹ 425.00

ABOUT THE AUTHORS

Esta de Fossard  is part-time Lecturer, Johns Hopkins University, Washington, DC, USA
She was a senior communication advisor at Johns Hopkins University’s Bloomberg School of Public Health, Center for Communication Programs.

Michael Bailey is the Senior Country Advisor for the mPowering Frontline Health Workers Partnership. He designed and developed training systems for strategic health communication and leadership in Johns Hopkins Bloomberg School of Public Health Center for Communication Programs.

Education
NEW!

QUALITY MANAGEMENT IN HIGHER EDUCATION

Marmar Mukhopadhyay Chairman, Educational Technology and Management Academy, Gurgaon, Haryana

Indian higher education is the third largest in the world. It is undergoing unprecedented expansion and reforms. Yet, no Indian university figures among the World’s Top 100! The problem lies primarily with the quality of higher education. This book serves as a quality management guide for the heads of colleges and universities, focusing on issues, techniques and improvement at the institutional level. In building up a sound framework, it effectively combines generic methods and techniques with specific mechanisms of quality assurance for in-campus activities such as curriculum planning, teaching learning processes, human resource management, infrastructure management and information and communication technologies. The author’s expertise as a management scientist, trainer of heads of higher education institutes and experience of institution building gives the book an extra edge.

CONTENTS

2016 • 388 pages • Hardback (9789351509967) • ₹ 995.00

NEW!

INTERNATIONALIZATION OF HIGHER EDUCATION IN INDIA

Vidy Rajiv Yeravdekar Principal Director, Symbiosis Society, Pune and Gauri Tiwari Research Associate, Symbiosis Society, Pune

Offering an in-depth analysis of internationalization of higher education in India, this book explains how the phenomenon plays itself out, how to put it into practice on the home turf, and to do it in a way that it is available to all instead of catering to a select few. It applies relevant theoretical contexts, presents an extensive range of facts and figures as substantiating evidence, and stacks up this knowledge against ground reality. With a sharp commentary on the state of affairs, the book argues that internationalization is the only way forward for India and policymakers, educationists, and academics must look towards other countries such as China and Brazil which have made a fruitful commitment to scale the global value chain by making internationalization of higher education a top agenda item.

CONTENTS
Foreword by Hans de Wit / Preface / Introduction / The Indian Higher Education System / Globalization and Internationalization / Cross Border Higher Education: A Constantly Evolving International Student Market / Regulations and Reforms to Promote Internationalization / Internationalization in a Comparative Context / International Student Mobility: Old and New Patterns / India’s “Soft Power” and Internationalization / Internationalization of Higher Education in India: The Way Forward / Index

2016 • 308 pages • Hardback (9789386042163) • ₹ 895.00

ABOUT THE AUTHOR

Marmar Mukhopadhyay is Chairman of Educational Technology and Management Academy, Gurgaon, Haryana. He was director (i/c) of the National Institute of Educational Planning and Administration (NIEPA), New Delhi, chairman of the National Open School (NOS), and vice president of the International Council of Distance Education (ICDE), Oslo A topper and gold medallist from Calcutta University and Rabindra Bharati University, Kolkata, PhD from Maharaja Sayajirao University, Vadodara, and postdoctoral work from the University of Illinois, Urbana-Champaign, USA.

Vidy Rajiv Yeravdekar, PhD, is the Principal Director of Symbiosis Society Dr Yeravdekar holds a Post-Graduate degree in Medicine, a degree in Law, and a PhD in “Internationalisation of Higher Education in India”.

Gauri Tiwari holds Bachelor’s degree from Lady Shri Ram College and Master’s degree from the University of Essex, UK. She has taught at many community colleges in the US, including those within the Eastern Iowa Community College District, Iowa, and the Black Hawk College, Illinois.
LET US HEAR THEM SPEAK
Developing Speaking-Listening Skills in English (With CD)

Jayashree Mohanraj  English and Foreign Languages University (EFLU), Hyderabad

Offers a refreshing and unique approach to the techniques of teaching ‘listening and speaking English’ to non-native speakers of the language. A must read for students of Education (B.Ed. and M.Ed.), this book is the result of a widely felt need among the 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 the trainee-teachers (students of BEd/MEd) 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 aimed towards enhancing the learning output of the learners. The accompanying audio CD has been meticulously prepared, which includes examples and opportunities for practising listening and speaking English.

Key Features:
• CD with audio examples and activities with necessary notes for teachers/instructors.
• Balanced blend of theory and practice of teaching ‘listening and speaking skills in English’ to non-native speakers.
• Theory supported by over 70 task-based activities for enhancing and testing listening and speaking skills.
• Text based on up-to-date research with extensive reference to related literature from India and abroad.
• Companion website: https://study.sagepub.in/mohanraj_lhs

CONTENTS
Preface / Introduction / The Study of Spoken English / The Teaching of Spoken English / The Teaching of Listening Skills / Sample Tasks / Testing Listening and Speaking / References / Index

SAGE TEXTS
2015 • 160 pages
Paperback (9789351502463) • £ 225.00

A must-read textbook for trainee-teachers (students of B.Ed. /M.Ed.) of English.

ABOUT THE AUTHOR
Jayashree Mohanraj teaches at the English and Foreign Languages University (EFLU), Hyderabad. A teacher educator in ELT, she has also taught at universities in Africa and Arab countries. She is a Salzburg fellow and a recipient of the TESOL Ruth Cryme Award, 2010. She has published over a dozen books and several research articles in national and international journals. She is a translator of literary works from Indian languages.

Q. “Speaking and listening” hold a separate platform when one learns a new language. Please explain how it differs from learning to “write” a new language?

A. Acquiring all four skills makes language learning complete. Speaking is primary in the process. It gives confidence to the learners to ‘perform’ in the new language. In the context of English as a global language exposure to a variety of accents, attaining international intelligibility and communicative competence are emphasized. Writing involves spelling, syntax and conventions which are more or less uniform across the world unlike what is involved in speaking. The impact speaking creates can be immediately perceived, and the feedback process is quicker than in writing.

Q. Please explain Englishes with regard to the Standard English?

A. A ‘standard’ variety of a language is a well described and widely accepted model. The Handbook of International Phonetic Association uses the term ‘standard Southern British’ pronunciation which is known as Received Pronunciation(RP). English is spoken as mother tongue by the British, Irish, Americans, Australians, New Zealanders, Canadians and South Africans. Each country has developed its own specific characteristics. Hence we speak of ‘Englishes’. Countries other than these need to decide which English to learn depending on the purpose. Dictionaries mainly use British and American standard varieties.

Q. How does this book help teachers and students of English language in overcoming the “mother tongue influence”?

A. Let Us Hear Them Speak discusses the various issues pertaining to teaching of listening and speaking of English in the ‘native’ as well as ‘non-native’ contexts. Elaborate discussion on what lends to intelligibility is presented in the book. It also emphasizes that “non-native speakers need not feel apologetic about their L1 influence in their English as long as it does not hamper communication” (p.23) It offers a large number of exercises and tasks for practice towards achieving this goal.
TEACHING ENVIRONMENTAL EDUCATION

Trends and Practices in India

Chong Shimray Department of Education in Science and Mathematics, National Council of Educational Research and Training (NCERT), New Delhi

Designed to be an essential companion for student and teachers undertaking B.Ed., M.Ed., B.El.Ed. and D.El.Ed. courses, Teaching Environmental Education: Trends and Practices in India adopts a balanced approach to explain the theoretical and practical aspects of the study and inclusion of environmental education in the Indian school curriculum. It establishes the importance of environmental education as an essential component in the school curriculum and suggests critical road maps for successful development and implementation of policies and strategies. In doing this, the book also clarifies the crucial relations between environmental education, and environmental science and environmental studies and how education plays a vital role in sustainable development.

Key Features

• Provides valuable guidelines to prepare school curriculum and research projects on the subject
• Suggests critical road maps to aid incorporating environmental education in the school curriculum in India
• Enumerates key global and national initiatives as well as perspectives of national education policies and recommendations in the field
• Also recommended for practising teachers, researchers and teacher educators

CONTENTS


QUALITY ASSURANCE IN DISTANCE EDUCATION AND E-LEARNING

Challenges and Solutions from Asia

Edited by Insung Jung International Christian University, Tokyo, Japan
Tat Men Wong formerly at Wawasan Open University Malaysia, Asian Association of Open Universities and Tian Belawati Universitas Terbuka, Indonesia

Quality Assurance in Distance Education and E-Learning: Challenges and Solutions from Asia documents the existing regulatory framework covering quality assurance (QA) systems in distance education (DE) in a number of Asian countries. It draws on the knowledge and experience of 16 selected DE/e-learning institutions of Asia and reveals the respective development of QA systems and procedures within these providers/programmes.

CONTENTS

Foreword / Preface / I: A SYSTEMS OR BALANCED APPROACH TO QUALITY ASSURANCE / Singapore’s SIM University Cheong Hee Kiat / Thailand’s Sukhothai Thammathirat Open University Praneet Suengkatavat and Theppasak Boonyarataphan / Open University of Hong Kong Robert Edward Butcher / South Korea’s Hanyang Cyber University Yeonwook Im / II: ENSURING THE QUALITY OF MANAGEMENT PROCESSES / Indonesia’s Universitas Terbuka Sri Y P K Hardini et al / China’s Peking University School of Distance Learning for Medical Education Chen L et al Mongolian E-Knowledge Sanjaa Baigaltsugs / South Korea’s AutoEver Hae-Deock Song and Cheolli Lim / III: FOCUSING ON INSTRUCTIONAL DESIGN AND PEDAGOGY / Japan’s Kumamoto University Online Graduate School Katsuki Suzuki / Open University of China Li Yawan, Yang Tingting and Niu Ben / India’s Indira Gandhi National Open University Pema Eden Samdup and Rose Nembakkim / University of the Philippines Open University Patricia B Arinto / IV: ASSURING QUALITY OF LEARNING SUPPORT AND ASSESSMENT / Malaysia’s Wawasan Open University Tat Meng Wong and Teik Kooi Liew / Virtual University of Pakistan Naveed A Malik / V: OUTCOMES AND PERFORMANCE MEASUREMENT / Open University of Sri Lanka Uma Coomaraswamy / Open University Malaysia Anuwar Ali and Mansor Fadzil / Concluding Remarks: Future Policy Directions Insung Jung / Index

2013 • 336 pages • Hardback (9788132110064) • ₹ 895.00

About the Author

Dr Chong Shimray is Assistant Professor in the Department of Education in Science and Mathematics, National Council of Educational Research and Training (NCERT), New Delhi. She completed her Master of Science in Life Sciences (Zoology) and PhD on thrips biodiversity from the Department of Life Sciences, Manipur University. She has published several research papers in reputed journals and contributed chapters in books in the area of her research.

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Write to marketing@sagepub.in
UNIVERSITIES FOR A NEW WORLD
Making a Global Network in International Higher Education, 1913-2013

Edited by Deryck M Schreuder
Faculty of Education and Social Work, University of Sydney

Universities for a New World takes the Centenary of the Association of Commonwealth Universities (ACU) as its point of departure in exploring what a 2009 United Nations Educational, Scientific and Cultural Organization (UNESCO) Report has evocatively termed an ‘academic revolution’ in modern higher education. The book succinctly explores the rise of the ACU as the world’s oldest network of universities, before focussing primarily on that protean ‘revolution’ in higher education provision - with a particular sampling of the diverse Commonwealth experience across the globe. Gains as well as losses are analysed through critical and interrelated essays. Transformation may have been inevitable, but progress towards greater participation rates has not always been manifested through quality provision for students or societies at large. Measuring those changes to universities is inherently challenging as transformations are still proceeding apace. The volume accordingly concludes with informed perspectives on the potential future(s) of universities in the 21st century. Paradoxically, further change is now the only constant for higher education in an era of globalisation.

CONTENTS

2013 • 176 pages • Hardback (9788132111283) • ₹ 550.00

PPP PARADOX
Promise and Perils of Public-Private Partnership in Education
Pritha Gopalan
Educational Anthropologist

The book is highly readable and the language is lucid, organization is logical... programmes are well described in detail... (the author) examines both the promise and the perils of the paradox.

Contemporary Education Dialogue

Based on a survey of literature on American public schools, and a case study on Michigan state in USA and ethnographic study of Chennai Corporation Schools, PPP Paradox is an important study and a valuable addition to the meagre literature on the subject. A very useful book.

Journal of Education Planning and Administration

In this book the term (PPP) is deconstructed using an interpretive approach that presents and assesses different types of partnership arrangements. It contributes to the literature on public–private partnerships with two detailed case studies drawn from her (author’s) own research and experience. Readers seeking to better understand the differing presentations of PPPs and explore what constitutes a successful partnership will find Gopalan’s analysis useful and balanced.

Anthropology & Education Quarterly

I see the book as offering many useful insights into the issue of quality of education and the manner in which citizens and citizen groups can initiate reforms in this direction, the strategies they can adopt for a successful intervention, and the pitfalls they should avoid. This book is a valuable contribution to existing literature on PPP in education.

Abdul Hamed Nayyar
International Review of Education

PPP Paradox discusses a swathe of PPPs in education and assesses their approach and contribution to genuine school change. This broad and even-hand ed survey of a variety of policy positions is followed by specific accounts of reform efforts in two case studies—one from a partnership in middle-school change in curriculum and instruction that took place in the state of Michigan in the United States, and the other from a partnership to bring Montessori education to government-run schools in Chennai, a large Indian city.

CONTENTS
Foreword Frederick Erickson / Introduction / The Paradox / Promise and Perils / Middle Start in American Public Schools / Montessori in Chennai Corporation Schools / Resolving the Paradox / Bibliography / Index

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2013 • 176 pages • Hardback (9788132111283) • ₹ 550.00
There is a frank openness in a Bildungsroman that endears any reader to the central character - Malini has caught that pat on... She confides in the reader every little secret, every emotion, success, frustration, and humiliation... Malini’s enthusiasm and joie de vivre is mighty infectious, and that makes One Little Finger the book for a dark day. Its child-like fist pumping will pick you up and convince you that triumph is just one little finger away.

‘The birth was hugely traumatic, and the pediatrician in charge kept repeating to himself, “It was a mistake... I should have carried out a caesarean... let’s see if she survives... I am not sure if she will survive... at the most 72 hours.” I Survived! ’One Little Finger’ is the autobiography of Malini Chib—a woman who defied all odds to emerge victorious in spite of a crippling disability and an indifferent society; who dragged herself out of the limits of her condition. This is the story of Malini’s search for independence and identity and her zeal to live a full, meaningful life despite lifelong disability. Malini has Cerebral Palsy, a neurological condition similar to adult stroke, which makes body movement and speech extremely difficult. However, the cognitive functions of brain can often remain unimpaired, as in the case of Malini. She recounts her experiences from childhood to adulthood, her struggles with motor skills and speech, managing day-to-day activities, and the apathy and indifference of people towards her and others who are disabled. She educates herself, learns to type with her little finger and speak through the Lightwriter. Finally, she works through unfavourable social systems and attitudes to get a career as an event manager. As life becomes a tear and a smile for her, Malini tells us the story of her heroic battle against adversity, prejudice, stigmas, stereotypes, of her will to succeed and her search for an identity in a contrary world. And in the process of self-realization, she becomes a beacon of hope for everyone.

CONTENTS

ROOTS / Proving the Doctors Wrong / Birth of a Movement / The End of the Beginning / A Family with No Bounds? / Boarding School Life-Ugh / GROWING UP / Why Do You Want to Do the BA? / Introduction to Port Wine: Goa with Nicky / Entre-vous to Adulthood / Oxford: A Love Affair / A SLICE OF FREEDOM / Moving again to London / A Bold French Holiday / Empowerment in Academia / Living on One’s Own / What? A Second Masters’ - Unbelievable! / I Get Employed! / Reflections

2010 • 228 pages • Paperback (9788132106326) • ₹ 450.00

A BIRTH THAT INSPIRED A NATION

A Birth That Inspired a Nation

Mithu Alur Founder and Chairperson of ADAPT (formerly The Spastics Society of India—SSI)

A novel model of care—integrating education, treatment, and social and emotional development—that addresses the issues of people with disability

This evidence-based research study examines a holistic approach developed by The Spastics Society of India (now ADAPT) that marked the beginning of spastics care in India. It sheds light on a psycho-social model that brings together education and treatment for the differently abled under a social rather than a hospital setting, paving the way to inclusive education in regular schools. It is also a first-person narrative of the author’s experiences as a mother, care-giver and professional, highlighting the role of family support.

This book offers recommendations for improving care and a plan of scalability of this model, developed over the last 40 years. Using narratives of children, disabled adults, parents and professionals, it shares the journeys and success stories of those who came to the Society for help and training from different parts of India.

CONTENTS


2010 • 292 pages • Paperback • ₹ 725.00 (tent.)
DIVERSITY, SPECIAL NEEDS AND INCLUSION IN EARLY YEARS EDUCATION

Edited by Sophia Dimitriadi
Department of Early Childhood Education, Technological Educational Institute of Athens

Instead of segregating children with special needs from the rest, *Diversity, Special Needs, and Inclusion in Early Years Education* argues for inclusiveness in educational institutions, through changes in curriculum and teaching methods. The book presents case studies from various countries as well as theoretical frameworks, models, approaches and projects on diversity and inclusion to effective implementation of programmes and practices for young children. Each chapter of the book has a unique contribution to understanding the aspects of inclusive education taken from international experience. This edited volume is for professionals and researchers in the field of special education, policy makers, parents and teachers, and school management. It would be of interest to people working on diversity and inclusive education as well as in early childhood education organisations. NGOs working in the area of special education will find this particularly useful.

CONTENTS


2015 • 260 pages • Hardback (9789351500292) • ₹ 1150.00

ESSENTIALS OF LEARNING DISABILITIES AND OTHER DEVELOPMENTAL DISORDERS

M S Thambirajah Consultant Child and Adolescent Psychiatrist, Dudley and Walsall Mental Health Partnership Trust, West Midlands UK and Lalitha Lakshmi Ramanujan Director, Alpha to Omega Learning Centre, Chennai

Written by an experienced child and adolescent psychiatrist, and an educational therapist who has been a trainer for more than two decades, this book provides a comprehensive coverage of developmental disabilities, ranging from learning disability (dyslexia) to intellectual disability (mental retardation) to autism spectrum disorder and attention deficit hyperactivity disorder. Broadly following the DSM-5 (2014), *Essentials of Learning Disabilities and Other Developmental Disorders* offers an authenticated account of each disability with a strong focus on assessment. It provides an overview of the subject in an accessible form to teachers and trainers in the Indian context.

Key Features

• Offers a lucid account of the subject matter for use by teachers, educators, occupational therapists and psychologists

• Includes research from studies carried out in India and Southeast Asia

• Refers to practice guidelines of the Indian Psychological Association on the assessment of learning disabilities

• Discusses newly available psychological tests normed on the Indian population for testing intellectual and learning disabilities

CONTENTS


SAGE TEXTS

2016 • 248 pages • Paperback (9789351508687) • ₹ 295.00

Recommended for students of Education (B.Ed. and M.Ed.) and researchers studying Disability Studies.

ABOUT THE EDITOR

Sophia Dimitriadi has been a Lecturer in Early Years Education at the Department of Early Childhood Education, Technological Educational Institute of Athens, Greece, since 1999, after completing her postgraduate studies in Education at the University of Hull, UK. Sophia has conducted research projects that have been published in indexed international journals, and has presented her research findings in conferences.

ABOUT THE AUTHORS

M S Thambirajah, MBBS, FRC Psych (UK), is working in the UK as a Consultant Child and Adolescent Psychiatrist at Dudley and Walsall Mental Health Partnership Trust, West Midlands, UK.

Lalitha Lakshmi Ramanujan is Director of Alpha to Omega Learning Centre, Chennai, India Alpha to Omega Learning Centre is affiliated to the National Institute of Open Schooling (NIOS), Ministry of Human Resource Development, Government of India.
LEARNING DISABILITY
Theory to Practice

S P K Jena Department of Applied Psychology, University of Delhi

In spite of their average or even above-average intelligence and conventional classroom experience, a large number of children suffer from learning disabilities. Failing to cope with the academic demands of the school, many of them drop out at an early age. This deprives them of many opportunities in life that a literate person enjoys. In this context, this book serves two major objectives: it provides up-to-date information to the readers on theories and current practices in remediation of learning disability, and demonstrates the therapeutic effectiveness of two major techniques of intervention, namely, cognitive behaviour therapy and computer-assisted instruction, through a series of case studies. Thus, it bridges the theory–practice gap originating out of the difference between fundamental research and its actual implementation and places the treatment programmes on a firmer scientific footing by validating them empirically.

CONTENTS
Foreword / G R Mukundan / Introduction / Brain and Neurodiversity: From Laboratory to Classroom / Reading Disability / Writing Disability / Mathematical Disability / Information-processing Approach / Cognitive Behaviour Therapy / Computer-assisted Instruction / The Experiment / Method / Case Studies: Assessment and Intervention / Results / Discussion / Overview and Future Directions / Appendices / References / Reader Feedback Form / Index / 2013 • 286 pages • Paperback (9788132109693) • ₹ 550.00

ETNIC WORLDS IN SELECT INDIAN FICTION

Juri Dutta Centre for Assamese Studies, Tezpur University, Assam

The book is the first of its kind in using the framework of comparative literature to look at ethnographic fiction written in different regional languages of India. It is very rarely that literary representations by and about ethnic communities in India have been compared and contrasted. While talking about differences has become extremely fashionable in an age of anything-goes-ism, similarities have been brushed aside. It is significant that the book is written from the perspective of North East India, a region that has perhaps been witness to the worst possible scenario of identity politics leading to riots and large scale displacement.

CONTENTS
Foreword Professor Amariyoti Choudhury / Introduction / The Tradition of Assamese Ethnographic Novels / Forests, Human Rights and Development: Cross-Cultural Study of Select Novels of Yeshe Dorjee Thongchi, Pratibha Ray and Mahasweta Devi / Folkloric Materials in Ethnic Novels (With Special Reference to Narayan, Rong Bong Terang, Lummer Dai, Yeshe Dorjee Thongchi and Sishuram Pegu) / A Feminist Reading of Kanyar Mulya (Lummer Dai), Alma Kabutari (Maitreyi Pushpa), and Select Short Stories of Mahasweta Devi / Conclusion / Bibliography / Index / 2014 • 168 pages • Hardback (9788132118466) • ₹ 750.00

SOCIETY, REPRESENTATION AND TEXTUALITY

The Critical Interface

Edited by Sukalpa Bhattacharjee North Eastern Hill University Shillong and G Joshua Thomas Indian Council of Social Science Research (ICSSR) North Eastern Regional Centre, Shillong

This book talks about various critical perspectives of Humanities and Social Sciences. The work (a) takes stock of the recent developments in critical theory and cultural studies; (b) studies the impact of these developments on the understanding of social reality and the human predicament in India; and (c) brings together scholars from North East India who are engaged in the project of understanding society and communities in their chosen intellectual practice.

CONTENTS

Connect with SAGE!
INTERDISCIPLINARY ALTER-NATIVES IN COMPARATIVE LITERATURE

Edited by E V Ramakrishnan Dean,
School of Language, Literature and
Culture Studies, Central University of
Gujarat, Gandhinagar, Harish Trivedi
Formerly with University of Delhi
and Chandra Mohan
Comparative Literature
Association of India

Interdisciplinary Alter-natives in
Comparative Literature examines the directions taken by Comparative Literature in recent years and maps the shifts in paradigms that are in process. Alternative discourses of Comparative Literature are explored in the volume with reference to the ongoing debates on World Literature, contemporary interpretations of the canon, the dialectic of resistance embodied in cultural productions of the region and the contestations implicit in the oral and performative traditions.

CONTENTS

2013 • 260 pages • Hardback (9788132111009) • Rs 795.00

WOMEN WRITING VIOLENCE

The Novel and Radical Feminist Imaginaries

Shreerekha Subramanian University of Houston-Clear Lake

Women Writing Violence engages with select contemporary novels in which women characters resist violence and redefine notions of community by imagining bonds with the exiled and the disempowered. The author interweaves the literary landscapes of African-American writer Toni Morrison with the oeuvre of South Asian writers Mridula Garg, Tahmina Durrani, Amrita Pritam, Bapsi Sidhwa, and Mahasweta Devi. This results is the opening of a new gateway into the thinking about violence and survival through a feminist, transnational lens.

CONTENTS
Introduction: Questions of Community in the Contemporary Literary Context / Specters of Public Massacre: Violence and the Collective in Toni Morrison’s Paradise / Imagining Community in Edwidge Danticat’s The Farming of Bones / Partition and the Women’s Body in Bapsi Sidhwa’s Cracking India / Beyond Cloisters of Domesticity: Tahmina Durrani’s The Truth of Kufr, Mridula Garg’s Kathgulab, and Mahasweta Devi’s Hazaar Chaurasi Ki Maa / The Cracking of India in Amrita Pritam’s Pinjar and Mohandas Naimisharai’s Aaj Bazaar Band Hai / Conclusion: Notes from the Trenches of Patriarchy / Bibliography / Index

2013 • 312 pages • Hardback (9788132109082) • Rs 895.00

TRANSLATION AS A TOUCHSTONE

Raji Narasimhan Writer, Translator
and Journalist

Translation as a Touchstone focuses on translation as a creative process, where Narasimhan proposes that translation is an art of highlighting the complex relationship that arises between two languages, their cultures and sensibilities when they are positioned as a main language and a target language. The implications of this proposition are far-reaching, as Narasimhan argues in this book. The place of English in translation exercises in India is an implicit theme, where translation is an act which consolidates the terrain between two linguo-cultures.

CONTENTS
Introduction: Some Possible Approaches to Translation / Chemmeen: Its Passage through Three Languages / Negotiating the Language Divide / A Misleading Simplicity / The Implications of Bilingualism / The Road to Rebirth / The God of Small Things: A Wrong Book to Translate / Index

2012 • 204 pages • Hardback (9788132109549) • Rs 695.00

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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.

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
/ What is Education Studies?
/ The Nature of Education
/ Researching Education
/ Section II: Political and Historical Dimensions of Education
/ A Modern History of Schooling
/ Curriculum / Politics and Policy in Education / Globalisation and Comparative Education / Section III: Achievement in Education
/ Individual Achievement: Major Psychological Theories / Education and Psychological Research
/ Social Factors, Gender, Ethnicity and Achievement
/ Organising Teaching and Learning / Conclusion: Education - A Contested Enterprise

2016 • 408 pages
Hardback (9781473918993) • £75.00
Paperback (9781473919006) • £24.99

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.

2015 • 184 pages
Hardback (9781473913790) • £50.00
Paperback (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.

2016 • 128 pages
Hardback (9781473942233) • £45.00
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.

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

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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 progress, 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:

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2016 • 256 pages
Hardback (9781446202852) • £75.00
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**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:

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

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Making Schools Fairer

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

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The authors explore these key areas:

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

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

**CONTENTS**

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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.

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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.

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• 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 to the varied and nuanced practical situations coaching and mentoring occur in.

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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
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• Part Three: Common Issues in Coaching
• Part Four: Coaching in Contexts
• Part Five: Researching Coaching
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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.

2017 • 681 pages
Hardback (9781473916531) • £120.00

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.

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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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Christian van Nieuwerburgh University of East London

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• a new chapter devoted to the practical applications of quantitative research uses the concepts of collective trust, organizational climate, and improvement science to illustrate the utility of quantitative research for practice
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• a new section on self-determination theory has been added to demonstrate the relationship between theory and practice
• 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.

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CONDUCTING QUALITATIVE RESEARCH OF LEARNING IN ONLINE SPACES

Hannah R Gerber Sam Houston State University, Sandra Schamroth Abrams St John’s University, Jen Scott Curwood University of Sydney and Alecia Marie Magnifico University of New Hampshire

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.

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Sharon M Ravitch and Matthew Riggan both at University of Pennsylvania

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• conciseness – how to express a point succinctly and clearly, showing they understand the topic
• effective proofreading – the importance of the final ‘tidy up’, so their work is ready to hand in
• referencing – common systems, and how to reference consistently (and avoid plagiarism).

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Extra writing tips and advice is available on Alex’s Facebook page at www.facebook.com/academicwritingandgrammarforstudents

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The general public often views early childhood education as either simply '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.

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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:

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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

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Hiro Yoshikawa, Professor of Globalization and Education at NYU Steinhardt

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CONTENTS
List of Strategies to Consider / About the Author / Preface to the Third Edition / Acknowledgments / Introduction / The Brain and Learning / When Learning Difficulties Arise / Attention Disorders / Speech Difficulties / Reading Disabilities / Writing Disabilities / Mathematical Disabilities / Emotional and Behavioral Disorders / Autism Spectrum Disorder / Putting It All Together

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