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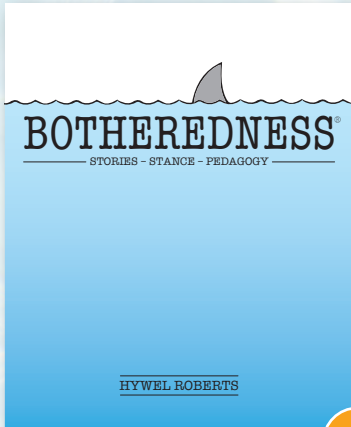


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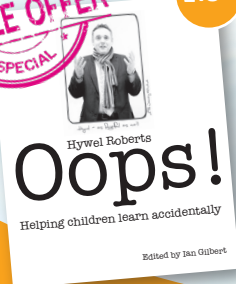


### Meet the author:

**Hywel Roberts** has taught in secondary, primary and special settings for almost 30 years. As a much sought-after educational speaker, Hywel deals in botheredness, creative practice, curriculum development and imaginering.



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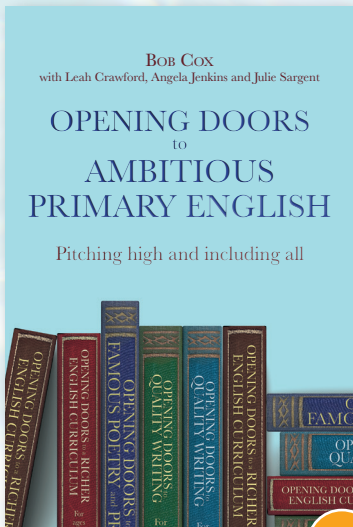
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Gordon Askew, MBE, former DfE Reading Adviser, Founder and Chair, English Hubs Council



## Bob Cox

Having taught English for 23 years, Bob Cox is now an independent education consultant, writer and teacher coach.



## Leah Crawford

Leah Crawford has 15 years' experience as a English inspector and adviser. She now leads the Thinktalk education consultancy.



## Angela Jenkins

Angela Jenkins has worked as an adviser in three different local authorities and two multi-academy trusts.



## Julie Sargent

Julie Sargent has over 10 years' experience of working across the whole of the primary sector as an English Consultant.



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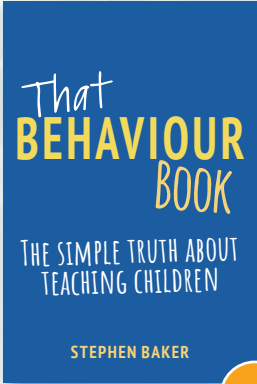
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The simple truth about teaching children  
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“

Invaluable to early career teachers and experienced practitioners. Steve properly knows his stuff and communicates it brilliantly. His writing drips with authentic experience from a career in some truly wobbly places. Steve's advice is exactly what you need to upgrade behaviour in your classroom.

Paul Dix, author of *When the Adults Change, Everything Changes*

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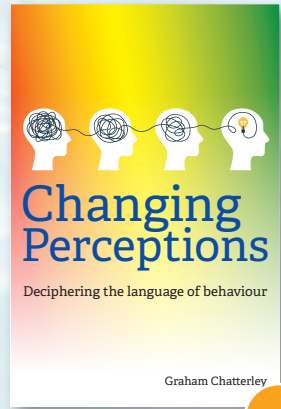
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## Changing Perceptions Deciphering the language of behaviour Graham Chatterley



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

This timely book moves the dial on the perception of challenging behaviour in schools. De-escalation is important but it is only part of the process: if we really want to change behaviour we have to understand it. The causes of poor behaviour are many and varied: fear, stress, anxiety and the feeling of being overwhelmed can all take their toll. *Changing Perceptions* examines the motives behind challenging behaviour and the consequences that come with it, detailing ways in which these situations can be managed calmly and consistently. Better understanding and empathy can make children feel safer, build their trust, develop belonging and consequently create more effective learners in the classroom.



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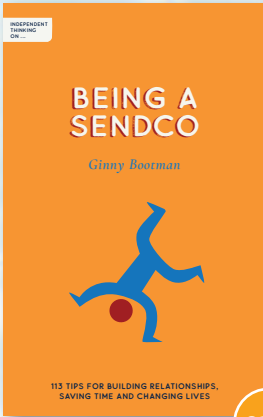


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113 tips for building relationships, saving time and changing lives  
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Ginny Bootman, a former headteacher with years of classroom experience, is now a passionate SENDCO at four primary schools – and in this book she imparts her wisdom on how SENDCOs can build strong and lasting relationships between those who work with children with additional needs.

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

Ellie Costello, therapeutic parent, campaigner, author and Director at Square Peg

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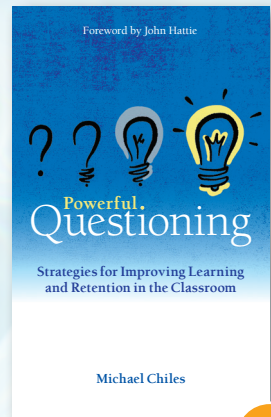
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Strategies for improving learning and retention in the classroom  
Michael Chiles



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

Questioning is a staple feature of a teacher's toolkit across all phases of education. Classrooms are awash with explanation, modelling and feedback, but of all the pedagogical strategies at a teacher's disposal, questioning is one of the most important. It is the heartbeat of a classroom. While the art of asking a question seems relatively straightforward, to what extent do teachers consider the types of questions they're using? Are the questions they ask students actually helping to support learning? In *Powerful Questioning*, Michael Chiles delves into the complexity of asking questions and how best to use this pedagogical tool as a powerful springboard to support learning in the classroom.



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

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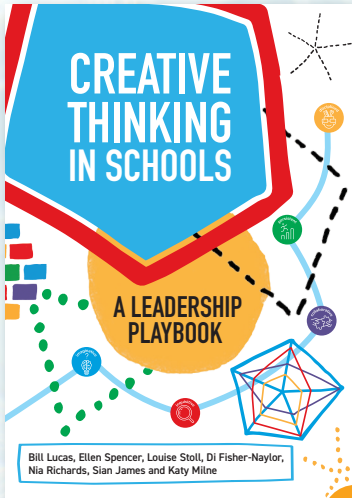


# Creative Thinking in Schools

## A Leadership Playbook

Bill Lucas, Ellen Spencer, Louise Stoll, Di Fisher-Naylor, Nia Richards, Sian James and Katy Milne

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### Bill Lucas

is Director of the Centre for Real-World Learning at the University of Winchester.



### Ellen Spencer

is Senior Researcher at the Centre for Real-World Learning.



### Louise Stoll

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



### Di Fisher-Naylor

is Director of Creativity, Culture and Education (CCE), the UK based international creative learning foundation.

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### Nia Richards

Nia Richards is Programme Manager for Creativity, Culture and Education (CCE).



### Sian James

Sian James manages a national creative learning programme with the Arts Council of Wales.



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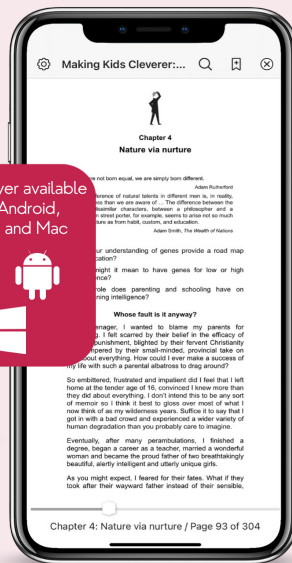
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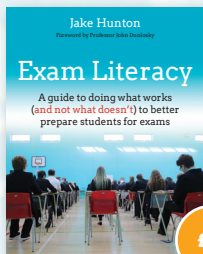
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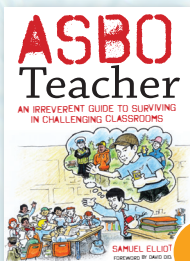
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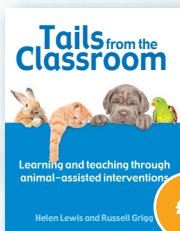


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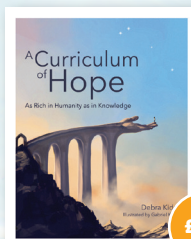
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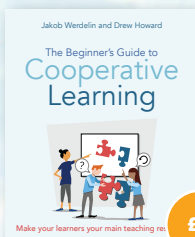


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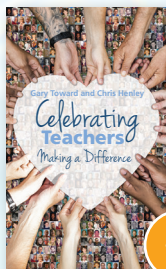
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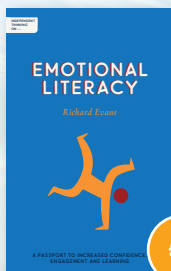
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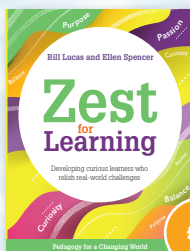


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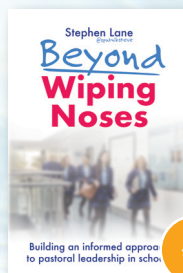
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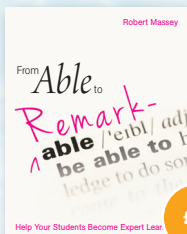


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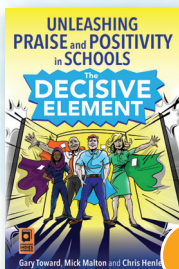
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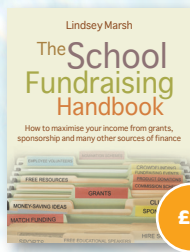
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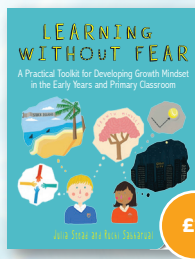
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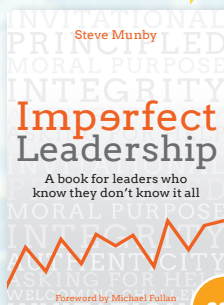
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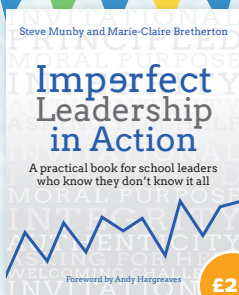


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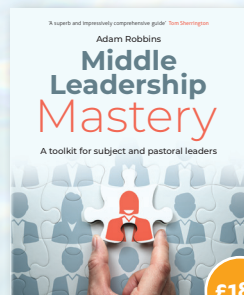


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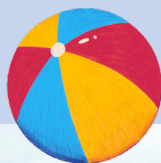


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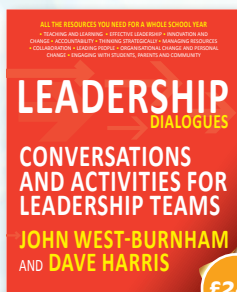
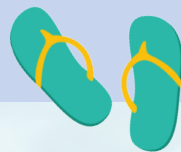
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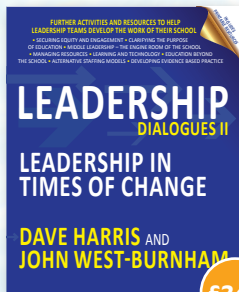


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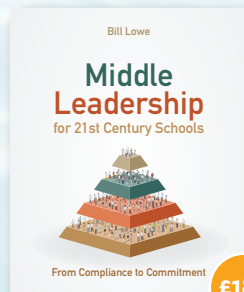


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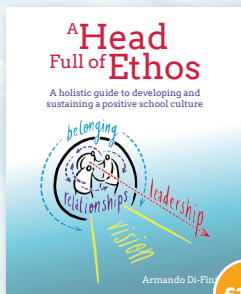
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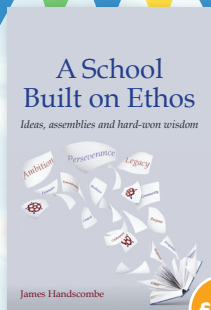


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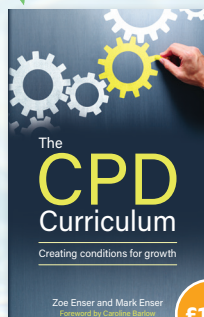


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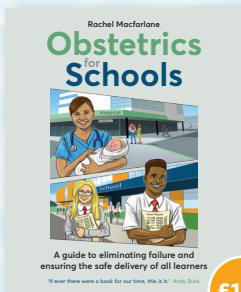
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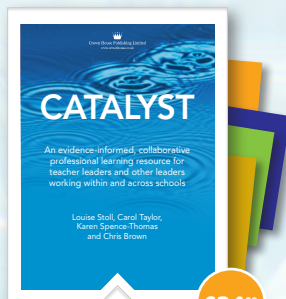


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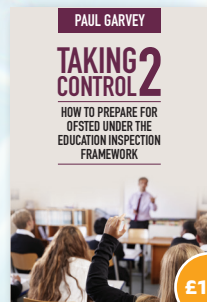


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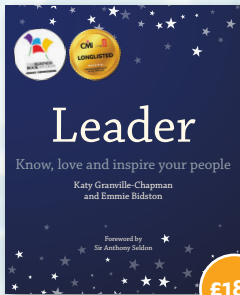
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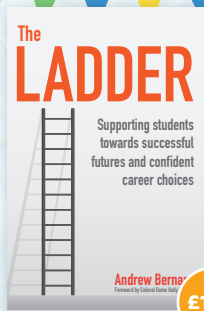


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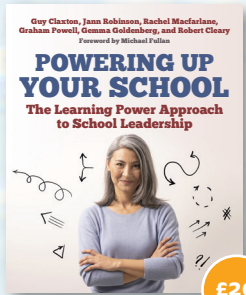


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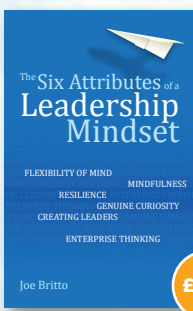
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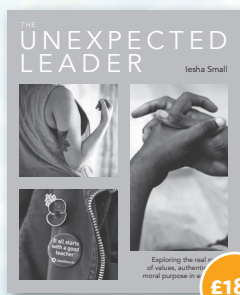


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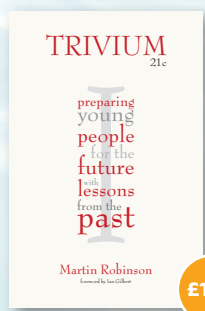


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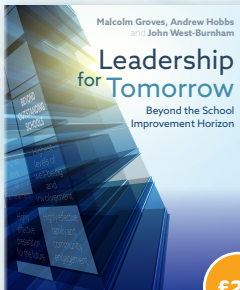
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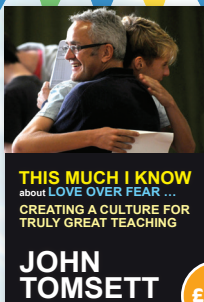


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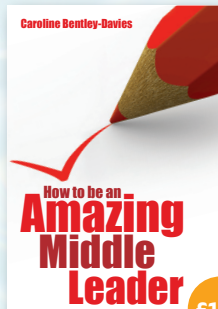
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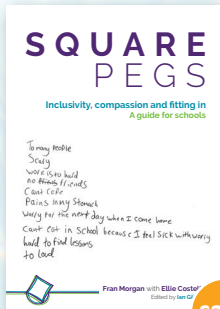


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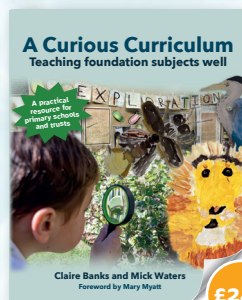


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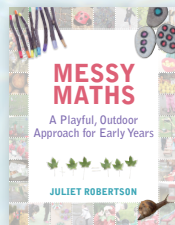


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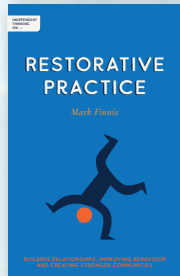


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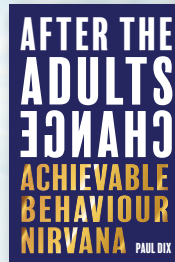
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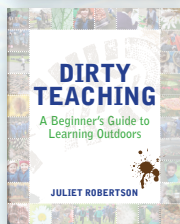


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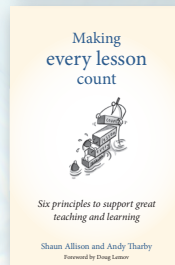


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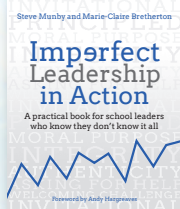


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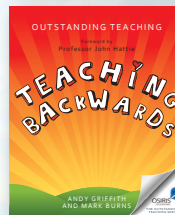
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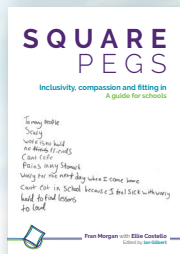


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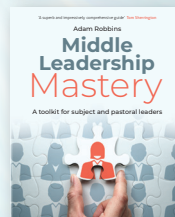


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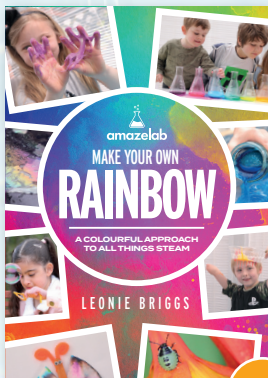
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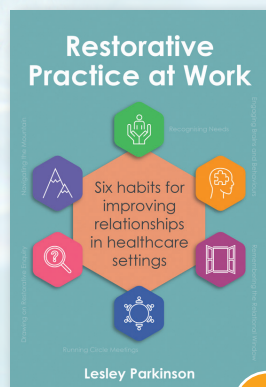
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