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Teach Like Champion 2 0 Techniques

**“Make sure your
students follow
your instructions.”
That sounds like a
straightforward
instruction, but in**

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fact, it's fairly abstract. What does a teacher actually have to do to make sure students are following? Even the leader delivering this direction may not know, and the first-year teacher almost certainly

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doesn't. The vast majority of teachers are only observed one or two times per year on average—and even among those who are observed, scarcely any are given feedback as to how they could improve. The

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**bottom line is clear:
teachers do not
need to be
evaluated so much
as they need to be
developed and
coached. In Get
Better Faster: A
90-Day Plan for
Coaching New
Teachers, Paul
Bambrick-Santoyo**

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shares instructive tools of how school leaders can effectively guide new teachers to success. Over the course of the book, we break down the most critical actions leaders and teachers must enact to achieve

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exemplary results.

Techniques
Designed for
coaches as well as
beginning teachers,
Get Better Faster is
an integral
coaching tool for
any school leader
eager to help their
teachers succeed.
It's the book's
focus on the

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**actionable—the
practice-able—that
drives effective
coaching. By
practicing the
concrete actions
and micro-skills
listed here, teachers
will markedly
improve their
ability to lead a
class, producing a**

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**steady chain
reaction of future
teaching success.
Though focused
heavily on the first
90 days of teacher
development, it's
possible to
implement this
work at any time.
New and old
teachers alike can**

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**benefit from the
guidance of Get**

**Better Faster and
close their existing
instructional gaps.**

**Packed with
practical training
tools, including
agendas,
presentation slides,
a coach's guide,
handouts, planning**

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**templates, and 35
video clips of real
teachers at work,
Get Better Faster
will teach you: The
core principles of
coaching: Go
Granular, Make
Feedback More
Frequent, Top
action steps to
launch a teacher's**

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**development in an
easy-to-read scope
and sequence guide
The four phases of
skill building:**

**Phase 1 (Pre-
Teaching): Dress
Rehearsal Phase 2:
Instant Immersion
Phase 3: Getting
into Gear Phase 4:
The Power of**

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Discourse

This book brings together recent research on interpersonal relationships in education. Clearly, positive teacher-student relationships strongly contribute to student learning.

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Problematic relationships on the other hand can be detrimental to student outcomes and development. Productive learning environments are characterized by supportive and warm interactions throughout the

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**class: teacher-
student and student-
student. Similarly,
teacher learning
thrives when
principals facilitate
accommodating
and safe school
cultures. The
contributions to
this book are based
on presentations at**

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**the first
International
Conference on
Interpersonal
Relationships in
Education: ICIRE
2010 held in
Boulder, Colorado,
the United States
and include among
others keynote
addresses by**

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**Kathryn Wentzel,
Walter Doyle and
Theo Wubbels. The
chapters help
explain how
constructive
learning
environment
relationships can be
developed and
sustained.**

Contributions come

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**from among others
educational and
social psychology,
teacher and school
effectiveness
research, and
communication and
language studies,
among other fields.
They cover
relationships of
teachers with**

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**individual students
and among peers,
and relationships
between teachers
and teachers and
principals.**

**TEACH YOUR
STUDENTS TO
READ LIKE CHA
MPIONS—WITH
RIGOR,
INDEPENDENCE,**

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Techniques
**PRECISION, AND
INSIGHT** The

world we are
preparing our
students to succeed
in is one bound
together by words
and phrases. Our
students learn their
literature, history,
math, science, or
art via a firm

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**foundation of
strong reading
skills. When we
teach students to
read with precision,
rigor, and insight,
we are truly
handing over the
key to the kingdom.
Of all the subjects
we teach reading is
first among equals.**

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**Grounded in advice
from effective
classrooms
nationwide,
enhanced with
more than 40 video
clips, Reading
Reconsidered takes
you into the
trenches with
actionable guidance
from real-life**

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**educators and
instructional
champions. The
authors address the
anxiety-inducing
world of Common
Core State
Standards,
distilling from
those standards
four key ideas that
help hone teaching**

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**practices both
generally and in
preparation for
assessments. This
'Core of the Core'
comprises the first
half of the book
and instructs
educators on how
to teach students
to: read harder
texts, 'closely read'**

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texts rigorously and intentionally, read nonfiction more effectively, and write more effectively in direct response to texts.

The second half of Reading Reconsidered reinforces these principles, coupling

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**them with the
'fundamentals' of
reading
instruction—a host
of techniques and
subject specific
tools to reconsider
how teachers
approach such
essential topics as
vocabulary,
interactive reading,**

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**and student
autonomy. Reading
Reconsidered
breaks an overly
broad issue into
clear, easy-to-
implement
approaches. Filled
with practical tools,
including: 44 video
clips of exemplar
teachers**

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**demonstrating the
techniques and
principles in their
classrooms (note:
for online access of
this content, please
visit my.teachlikeachampion.com)**

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and templates on**

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**key topics like
reading nonfiction,
vocabulary
instruction, and
literary terms and
definitions.**

**Reading
Reconsidered
provides the
framework
necessary for
teachers to ensure**

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**that students forge
futures as lifelong
readers.**

**As a teacher, the
more efficient you
are, the less
stressful work
becomes, and the
more effective you
are, the more you
can focus on
teaching those in**

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front of you. Teach Smarter is an essential guide that helps early career teachers reduce their unnecessary workload by offering practical classroom strategies that can save you, and those you work with,

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**time. With a focus
on keeping teaching
simple and
ensuring
everything has a
meaningful
purpose, this book
offers guidance on
reducing workload
through careful
reflection and
evaluation of your**

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**teaching practice.
Offering ways to
adjust your
pedagogy and
streamline your
approaches in the
classroom, Teach
Smarter gives you
more time to focus
on what is
important: helping
your students**

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progress.

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means to "teach
smart", the
chapters explore
topics including:
Planning Feedback
Classroom space
Expectations
Reflecting on your
teaching and
managing stress**

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**Written by an
experienced
classroom teacher,
coach and mentor,
this book is
essential reading
for trainee
teachers, NQTs and
RQTs.**

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Classroom
42 Rules for
Getting Better at
Getting Better
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Framework for
Teaching in Your
School
When Can You**

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The Power of
Inclusive
Classrooms**

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guide helps
teachers
refine their
approach to
fundamental*

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*challenges in
the classroom.*

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research from
cognitive
science and
formative
assessment, it
ensures
teachers can
offer all
students the*

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challenge they
need - and can
do so*

sustainably.

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teacher and
teacher*

*educator, the
book balances
evidence-*

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practical
suggestions.*

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detailed
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problems that
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planning*

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assessing*

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across a range*

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successfully*

and advice

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teachers with

specific respo

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innovative

book is a

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teachers alike
who wish to
become more
responsive
teachers. It
offers the
evidence,
practical
strategies and
supportive*

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*advice needed
to make*

*sustainable,
worthwhile
changes.*

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is the long-
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to Doug
Lemov's highly
regarded guide*

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teaches you
how to create
a positive and
productive
classroom that
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engagement,
trust,*

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ntability, and*

excellence. In

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*outcomes. The
new version of
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includes: An
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chapter on
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for teachers
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cision-making
in the*

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brand new
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all the
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and use A*

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of exemplar
videos,
including more
than a dozen
longer
“keystone”
videos which
show how
teachers*

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*combine and
balance*

*technique over
a stretch of 8
to 10 minutes
of teaching.*

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discussion of
research in
social and
cognitive
science to*

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guide the use
of techniques.*

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resources, and

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update to

discover the

techniques

that leading

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*teachers are
using to put
students on
the path to
success.*

*Rules for
developing
talent with
disciplined,
deliberate,
intelligent
practice We*

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Techniques

*live in a
competition
loving
culture. We
love the
performance,
the big win,
the ticking
seconds of the
clock as the
game comes
down to the*

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wire. We watch

games and

cheer,

sometimes to

the point of

obsession, but

if we really

wanted to see

greatness—want

ed to cheer

for it, see it

happen,

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*understand
what made it
happen—we'd
spend our time
watching,
obsessing on,
and maybe even
cheering the
practices
instead. This
book puts
practice on*

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*the front
burner of all
who seek to
instill talent
and
achievement in
others as well
as in
themselves.
This is a
journey to
understand*

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*that practice,
not games,
makes*

*champions. In
this book, the
authors engage
the dream of
better, both
in fields and
endeavors
where
participants*

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*know they
should*

*practice and
also in those
where many do
not yet
recognize the
transformative
power of
practice. And
it's not just
whether you*

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*practice. How
you practice
may be a true
competitive
advantage.
Deliberately
engineered and
designed
practice can
revolutionize
our most
important*

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*endeavors. The
clear set of
rules*

*presented in
Practice*

*Perfect will
make us better
in virtually
every*

*performance of
life. The “how-
to” rules of*

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*practice cover
such topics as
rethinking
practice,
modeling
excellent
practice,
using
feedback,
creating a
culture of
practice,*

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*making new
Techniques*

*skills stick,
and hiring for
practice.*

*Discover new
ways to think
about
practice.*

*Learn how to
design
successful
practice.*

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*Apply practice
across a wide
range of
realms, both
personal and
professional
The authors
include
specific
activities to
jump-start
practice Doug*

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*Lemov is the
best-selling
author of
Teach Like a
Champion A
hands-on
resource to
practice, the
rules within
will help to
create
positive*

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*outliers and
world-changing
reservoirs of
talent.*

*Current trends
in education
suggest that
pupils should
have more
responsibility
for their own
learning, but*

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*how can they
if they don't
understand the
what, the why
and the how?
This practical
guide explores
the idea that
a
metacognitive
approach
enables pupils*

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*to develop
skills for
lifelong
learning. If
pupils can
identify the
what, the why,
and the how of
their
learning, they
can begin to
formulate*

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*strategies for
Techniques
overcoming*

*challenges and
for continuous
improvement.*

*In this book,
the authors
truly engage
with research
into the link
between
metacognition*

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Techniques

*and learning,
and the idea
that if you
can
effectively
articulate
your thoughts
and strategies
regarding how
you learn, you
might then be
in a better*

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*position to
take actions
in order to
improve and to
be able to
learn best. An
appendix of
useful
resources is
also included,
which offers a
range of*

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*activities
surrounding
the language
of learning,
reflection and
metacognition,
as well
essential
advice on how
to develop
metacognition
in the early*

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*years (4-8),
middle years
(8-10), and
upper years
(10-13).*

*Metacognition
in the Primary
Classroom
demonstrates
how important
it is for
children to be*

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*well-enough
informed to*

*play an active
role in
learning*

*better. Having
the language
skills to talk
about your
learning, and
the*

opportunity to

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*share ideas
and strategies
with others,
enables all
concerned to
explore and
develop
approaches in
order to learn
better. This
book is a
crucial read*

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for anyone

*interested in
ensuring that
pupils take an
active role in
their own
learning.*

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Good Science
from Bad in
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Guide

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*Leadership
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*A Practical
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Your Own*

*The Wim Hof
Method*

*Coach's Guide
to Teaching
It's Only Ever about
the Students In*

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today's educational climate of budget shortages, rigid testing standards, and diminishing autonomy in the classroom, how can teachers bring creativity and passion back into their work? Teach Your Class Off offers educators

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struggling with these issues and feeling burnt out a way to hit the reset button and reconnect with what energizes them about teaching. CJ Reynolds, well-known to the 45,000 subscribers to his YouTube channel, Real Rap with

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Reynolds, breaks down his methods for learning to teach outside your comfort zone, bringing real-world experiences into your students' lives, using DJ skills to manage the classroom, and finding a way to make magic in your class

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despite diminishing resources. The refreshing honesty of Reynolds's perspective coupled with his infectious optimism make this a great go-to for any teacher looking for much-needed inspiration. Teach Your Class Off is

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spoken truth meets
slam poetry meets
education. Just like
Reynolds, this book is
real, authentic, and
relevant. I couldn't
put it down!

--HAMISH

BREWER,

AUTHOR OF

RELENTLESS Teach

Your Class Off is like

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no other book you've ever read, and I guarantee you're going to learn new strategies, laugh, and probably even cry at some of the stories.

Ten thumbs up!

--ADAM

WELCOME,
EDUCATOR,
AUTHOR,

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SPEAKER,
CONSULTANT

There are two types of teachers: those who simply transmit information and those who facilitate transformation. CJ Reynolds is the latter. He understands the importance of reaching the mind

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through the
heart.--DR.

DHARIUS
DANIELS,
AUTHOR OF
RELATIONAL
INTELLIGENCE,
LEAD PASTOR,
CHANGE
CHURCH

Cut through the
mystique to learn the

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real drivers of great
school leadership

Leverage Leadership

2.0 answers the basic

question: what do

great school leaders

do that separates

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Rooted in the

observation and

training of over

20,000 school leaders

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worldwide, Leverage Leadership 2.0 offers a practical, updated and easier-to-use follow-up to the original, with field-tested techniques and actionable advice. As educational leaders around the world implement Leverage Leadership ideas,

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their collective stories have revealed a simple framework by which the seven levers may be implemented: See It, Name It, Do It. This book aligns classic Leverage Leadership principles with this proven framework to streamline

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implementation and help good leaders become great. Expert discussion and real-life success stories prove that effective leadership is not about innate charisma, charm, or personality—it's about how a leader uses their time.

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Aimed at all levels of school leadership, this book shows you what to do, and how and when to do it.

The companion DVD includes 30 real-world videos that showcase effective leadership happening in our schools right now, and all

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templates, tools, and other professional development materials have been fully refreshed with a renewed focus on real-world implementation. Informational, inspirational, and highly motivational, this book explores

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both the separate components of success and what it looks like as a whole. Learn the core principles of effective leadership Understand what success looks like on the ground Practice the seven levers of leadership that allow

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transformational
growth Adopt the
tools and techniques
that facilitate a
schoolwide
transformation
Educational leaders
from a diverse array
of schools around the
world have found
unprecedented
success using the key

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principles detailed in
Leverage Leadership,
and this book is
inspired — and
informed — by their
stories. Leverage
Leadership 2.0 is the
practical resource
school leaders need
to start making real
change happen
today.

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Fully updated edition
of Ross Morrison

McGill's bestselling
Mark. Plan. Teach.,
now complete with a
visual guide to the
key ideas, illustrated
by Oliver Caviglioli.
Mark. Plan. Teach.
2.0 includes an
illustrated visual
booklet, a foreword

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Techniques
by Professor Andy
Hargreaves and

exciting new ideas in
line with current best
practice, recent
thinking and
developments around
marking and
feedback. There are
three things that every
teacher must do:
mark work, plan

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lessons and teach students well. This refreshed guide from Ross, bestselling author of *100 Ideas for Secondary Teachers*:

Outstanding Lessons, *Teacher Toolkit* and *Just Great Teaching*, is packed full of practical ideas that

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will help teachers refine the key elements of their profession. Mark. Plan. Teach. 2.0 shows how each stage of the teaching process informs the next, building a cyclical framework that underpins everything that

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teachers do. With teachers' workload still at record levels and teacher recruitment and retention the number one issue in education, ideas that really work and will help teachers not only survive but thrive in the

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classroom are in demand. Every idea in Mark. Plan. Teach. 2.0 can be implemented by all primary and secondary teachers at any stage of their career and will genuinely improve practice. The ideas have been tried and

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tested and are supported by evidence that explains why they work, including current educational research and psychological insights from Professor Tim O'Brien, leading psychologist and Honorary Professor

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of empire,
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[new imperial
history] paradigms
that privilege
imbricated colonial
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looks at the neglected role of public libraries in shaping a programme of Anglophone civic education, scientific knowledge creation, and modernisation in the British southern hemisphere. The book is six chapters

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analyse institutional models and precedents, reading publics and types, book holdings and catalogues, and regional scientific networks in order to demonstrate the significance of these libraries for the construction of colonial identity,

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government as well
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educators the
critical question
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teach if nobody
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empowers them
with the tools and
confidence to do
just that. Mark
argues that a quality
education is rooted
in simplicity. In this
book he

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convincingly strips away the layers of contradictory pedagogical advice that teachers have received over the years and lends weight to the three key pillars that underpin effective, efficient teaching: the lesson, the curriculum and the

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school's support structure. Teach Like Nobody's Watching explores these three core elements in detail, and presents teachers with a range of practical, time-efficient approaches to help them reclaim their professional agency

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and ensure that their pupils get the excellent education they deserve. Part I considers the individual lesson and explores how lessons can be built around four simple elements: recap, input, application and feedback. Each chapter considers

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teachers to teach
like nobody's

watching and how
leaders can help to
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and more.

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Circle is a
passionate, even
radical argument
for creating
school and
classroom
environments
where all kids,
including
children labeled*

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as “disabled”
and “special

*needs,” are
welcome on equal
terms. In
opposition to
traditional
models of
special
education, where
teachers decide
when a child is
deemed “ready to
compete” in*

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*“mainstream”
classes, Mara
Sapon-Shevin
articulates a
vision of full
inclusion as a
practical and
moral goal.*

*Inclusion, she
argues, begins
not with the
assumption that
students have to
earn their way*

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into the classroom with their behavior or skills, it begins with the right of every child to be in the mainstream of education, perhaps with modifications, adaptations, and support. Full inclusion

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requires teachers to think about all aspects of their classrooms—pedagogy, curriculum, and classroom climate.

Crucially, Sapon-Shevin takes on arguments against full inclusion in a section of

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*straight-talking
answers to
common
questions. She
agrees with
critics that the
rhetoric of
inclusion has
been used to
justify
eliminating
services and
“dumping”
students with*

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significant

educational

needs

unceremoniously

back into the

mainstream with

little or no

support. If full

inclusion is

properly

implemented,

however, she

argues, it not

only clearly

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benefits those traditionally excluded but enhances the educations and lives of those considered mainstream in myriad ways.

Through powerful storytelling and argument, Sapon-Shevin lays out the moral and

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educational case
for not

separating kids
on the basis of
difference.

Clear, easy
principles to
spot what's
nonsense and
what's reliable
Each year,
teachers,
administrators,
and parents face

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*a barrage of new
education*

*software, games,
workbooks, and*

*professional
development*

programs

*purporting to be
"based on the
latest*

*research." While
some of these
products are*

rooted in solid

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*science, the
research behind
many others is
grossly
exaggerated.*

*This new book,
written by a top
thought leader,
helps everyday
teachers,
administrators,
and family
members—who
don't have years*

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of statistics
courses under

their

*belts—separate
the wheat from
the chaff and
determine which
new educational
approaches are
scientifically
supported and
worth adopting.
Author's first
book, Why Don't*

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*Students Like
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*catapulted him
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*Willingham's
work has been
hailed as*

*"brilliant
analysis" by The
Wall Street
Journal and "a*

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*triumph" by The
Washington Post
Author blogs for
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insightful book,
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Willingham offers an easy, reliable way to discern which programs are scientifically supported and which are the equivalent of "educational snake oil." Flexible, effective and creative primary

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*school teachers
require subject
knowledge, an
understanding of
their pupils and
how they learn,
a range of
strategies for
managing
behaviour and
organising
environments for
learning, and
the ability to*

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*respond to
dynamic
classroom
situations. This
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Teach in the
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with reference
to the new
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to provide even more practical advice and guidance to trainee primary teachers. Twenty-two new authors have been involved and connections are now made to Northern Irish, Welsh and Scottish

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policies. In addition, five new units have been included on: making the most of your placement play and exploration in learning behaviour management special educational needs phonics.

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*With Masters-
level reflective
tasks and
suggestions for
research-based
further reading,
the book
provides
valuable support
to trainee
teachers engaged
in learning
through school-
based experience*

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and through reading, discussion and reflections as part of a teacher education course. It provides an accessible and engaging introduction to knowledge about teaching and

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Techniques
teachers,

*including those
on undergraduate
teacher training
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courses (PGCE,
SCITT) and
employment-based
teacher training*

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transformational,
and replicable
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intentional focus on
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the same amount
of time investment.
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each of these
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answers the core

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experiences,

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teachers,
administrators, and
others who seek to
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programs and
practice.

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to learn and
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teachers do is relevant to coaches in profound ways. After all, coaches are at their core teachers. Lemov knows that coaches face many of the same challenges

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**found in the
classroom, so
the science of
learning applies
equally to them.
Unfortunately,
coaches and
organizations
have a mixed
level of
understanding
of the research
and study of the**

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**science of
learning.**

**Sometimes
coaches and
organizations
build their
teaching on
myths and
platitudes more
than science.**

**Sometimes
there isn't any
science applied**

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at all. While there are thousands of books and websites a coach can consult to better understand technical and tactical aspects of the game, there is nothing

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consult that**

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**that are
applicable to
coaches of any
sporting
endeavor
including
everyone from
parent
volunteers to
professional
coaches and
private trainers,
Lemov brings**

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temperatures and

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