

Inclusion Developing an Effective Whole School Approach

By Peter Grimes and Alison Ekins

Both at Canterbury Christchurch University, UK

Paperback ISBN: 978-0-335-23604-6

Hardback ISBN: 978-0-335-23605-3

Edition: 01

Paperback price: AUS\$62.00/NZ\$68.00

Hardback price: AUS\$180.00/NZ\$199.00

Pub Date: October 2009

No of pages: 240

Subject category: Humanities & Social Sciences - Education - Special Educational Needs / Inclusion

Market: Trainee and Practicing teachers, SENCOs and educational managers and leaders

Key features

- Offers practical solutions to the challenges faced by schools in ensuring all students are participating and achieving in education.
- Offers support to schools in meeting the requirements of OFSTED, DCSF and the ECM Agenda which encourage all schools to adopt a more strategic whole school approach to the performance of all students, but particularly those with SEN and from vulnerable groups.
- Provides a framework for improvement centred around a dynamic school development model including self-evaluation, target setting, and provision and intervention.
- The book sets out clearly how schools can effectively develop these approaches and adopt a whole school approach to improvement

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Preface

Introducing the Inclusion in Action Model

Inclusive Self Evaluation

Using Data Effectively to identify underachievement and vulnerable groups

Inclusive Interventions

Provision Mapping: the strategic whole school development tool

Effective Target Setting for All Pupils

Concluding Comments- A Way Forward

Appendices

Related Titles

Thomas & Vaughan - Deconstructing Special Education and Constructing Inclusion - 978-0-335-22371-8 - 2007

Lewis and Norwich - Special Teaching for Special Children? - 978-0-335-21405-1 - 2004

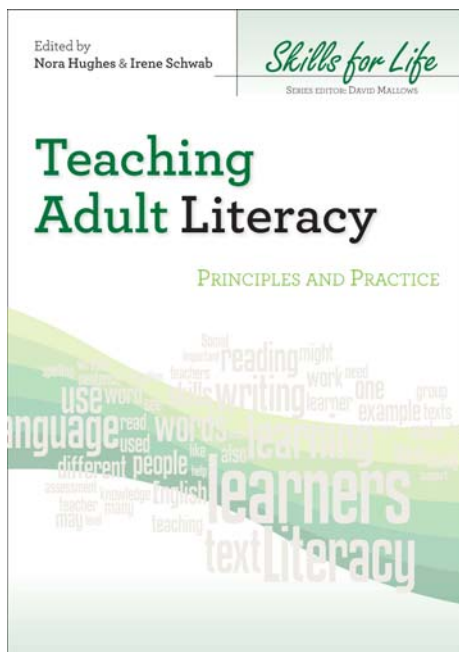
Marketing plan

- Sales representatives and campus direct mailing campaigns
- Review copies to key journals
- Direct mail promotions
- Conference displays

Author Information

Peter Grimes is Senior Lecturer and Consultant in Education at Canterbury Christchurch University.

Alison Ekins is Senior Lecturer and Consultant in Education at Canterbury Christchurch University.



Teaching Adult Literacy Principles and Practice

By Nora Hughes and Irene Schwab

Institute of Education, University of London, UK

Paperback ISBN: 978-0-335-23736-4

Hardback ISBN: 978-0-335-23735-7

Edition: 01

Paperback price:
AUS\$57.00/NZ\$63.00

Hardback price:
AUS\$170.00.00/NZ\$190.00

Pub Date: October 2009

No of pages: 368

Series: Skills for Life

Subject category: Humanities &
Social Sciences - Education -

Professional Development

Market: Students on level 4 adult literacy subject specialist certificate courses, or integrated Cert Ed/PGCE courses.

Key features

- As part the reform of further education and training there is now a new teaching qualifications framework for teachers of Adult Literacy, Numeracy and ESOL. The requirement is that teachers should have a Level 4 qualification in Adult Literacy, Numeracy and ESOL (as appropriate) and this qualification is mandatory for new teachers.
- This book blends together research, theory and practical pedagogy of Adult Literacy. The level 4 subject specifications cover both subject knowledge and understanding and pedagogy and the contents of the book relate closely to these areas.
- Ideal for anyone involved with teaching adult literacy who wants to develop more informed and creative ways to help people learn
- Sections cover key areas including planning and assessment, inclusive practice and teaching the four skills - reading, writing, speaking and listening.

Table of contents

The Writers
Introduction
Section 1 Adult Literacy and Society
Literacy in its Social Context - Mary Hamilton
Who are the Learners? -Yvonne Appleby
Section 2 Language Awareness for Literacy Teachers
How Language Works - Irene Schwab and Nora Hughes
Language Variety - Nora Hughes and Irene Schwab
Section 3 Teaching and Learning Literacy
Reading - Irene Schwab
Writing - Nora Hughes
Speaking and Listening - Irene Schwab and Nora Hughes
Assessment and Planning - Jay Derrick and Judy Gawn
Section 4 Inclusive Learning
Dyslexia - Margaret Herrington
Literacy Learning for Adults with Global Learning Difficulties - Sam Duncan
Embedded Literacy - Theresa Latham

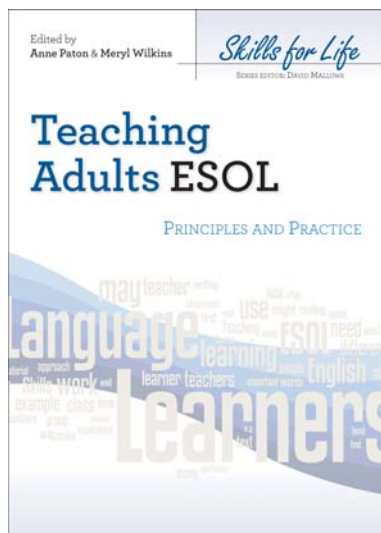
Related Titles

Tett - Adult Literacy, Numeracy and Language - 2006 - 978-0-335-21937-7
Alan Rogers - Teaching Adults - 2002 - 978-0-335-21099-2

Author Information

Nora Hughes has worked in the field of LLN since 1979. She taught literacy and numeracy in community, workplace and college settings for many years and now works in teacher education. She is interested in writing development in adult literacy and is currently researching effective practice in teacher education.

Irene Schwab has been teaching literacy since 1974. She has worked in adult, community and further education contexts and is now course leader for the specialist Literacy/ESOL PGCE at the Institute of Education. She was one of the writers and editors of Language and Power and is currently working on her doctorate, researching the teaching of critical reading.



Teaching English to Speakers of Other Languages

Principles and Practice

By Anne Paton and Meryl Wilkins

Institute of Education, University of London and London South Bank University, UK

Paperback ISBN: 978-0-335-23738-8

Hardback ISBN: 978-0-335-23737-1

Edition: 01

Paperback price: AUS\$57.00/NZ\$63.00

Hardback price: AUS\$170.00/NZ\$190.00

Pub Date: October 2009

No of pages: 296

Subject category: Humanities & Social Sciences - Education - Post-Compulsory / Lifelong Learning

Series: Skills for Life

Market: Students on level 4 adult ESOL subject specialist certificate courses, or integrated Cert Ed/PGCE courses.

Key features

- As part the reform of further education and training there is now a new teaching qualifications framework for teachers of Adult Literacy, Numeracy and ESOL. The requirement is that teachers should have a Level 4 qualification in Adult Literacy, Numeracy and ESOL (as appropriate) and this qualification is mandatory for new teachers.
- This book blends together research, theory and practical pedagogy of ESOL. The level 4 subject specifications cover both subject knowledge and understanding and pedagogy and the contents of the book relate closely to these areas.
- Provides practical tips and strategies for trainee and new teachers facing the challenge of meeting the diverse needs of their students.
- Includes reflective tasks to encourage readers to make links between theory and their own experience

Table of contents

Introduction

The Writers

Section 1 ESOL and Society

ESOL Learners, Anne Paton and Meryl Wilkins

ESOL in the UK Education System, Helen Sunderland

Language and context in ESOL teaching, Meryl Wilkins

'Second Language Acquisition' (SLA) and the contexts of ESOL UK practice, John Sutter

Section 2 Teaching and learning ESOL

The Spoken Language, Anne Paton

The Written Word, Helen Sunderland and Marina Spiegel

Developing Accuracy, Meryl Wilkins and Anne Paton

Developing and adapting resources, Clare Fletcher and Vivien Barr

Planning and assessment: reflection, evaluation and the Learning Cycle, John Sutter

Section 3 Inclusive Learning

Differentiation, Mary Weir

Inclusive Learning, Marina Spiegel and Efsia Tranza

ESOL issues for teachers in the Lifelong Learning Sector, Sue Colquhoun and Jo-Ann Delaney

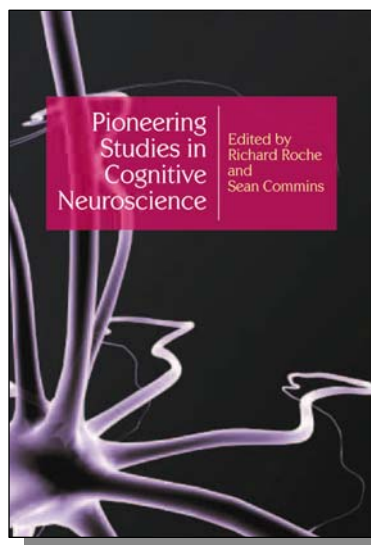
Related Titles

Alan Rogers - Teaching Adults - 2002 - 978-0-335-21099-2

Author Information

Anne Paton has taught on the PGCE/Certificate in Education Adult Literacy and ESOL at the Institute of Education, University of London, and on Cambridge ESOL DELTA and CELTA courses. She has also worked for London South Bank University and the University of Portsmouth, and has substantial experience of both EFL and ESOL. Currently she teaches ESOL and works freelance as a teacher educator.

Meryl Wilkins has many years experience as an ESOL teacher and teacher trainer. She was involved in the development of the Adult ESOL Core Curriculum and a range of teaching materials, including those developed for 'Skills for Life'. She has taught on DELTA, Level 4 ESOL Subject Specific courses and 'Training the Trainers' courses.



Pioneering Studies in Cognitive Neuroscience

By Richard Roche and Sean Commins (eds)

Both at the National University of Ireland, Maynooth

Paperback ISBN: 978-0-335-23356-4

Hardback ISBN: 978-0-335-23355-7

Edition: 01

Paperback price: AUS\$68.00/NZ\$75.00

Hardback price: AUS\$170.00/NZ\$190.00

Pub Date: October 2009

No of pages: 192

Subject category: Psychology - Psychology
- Cognitive Psychology

Market: Students taking modules on cognitive neuroscience, brain and behaviour and biopsychology. There are also a number of neuroscience BSC courses.

Key features

- Presents descriptions of seven recent studies in contemporary cognitive neuroscience which are viewed as key experiments.
- Includes the original research and then a commentary by the authors of each experiment to explain the rationale, methodology and results. This provides the reader with clear examples of the process of designing an experiment to address a specific question.
- Experts in the field comment on each study, and explain the impact of the study, how it advanced research in the area and the influence it has had on their own and others experimental designs and research activities.
- Covers the key topics within cognitive neuroscience - each selected study is associated with one of the major sub-disciplines including vision, attention, memory and motor systems

Table of contents

Historical Introduction to Cognitive Neuroscience
The Malleable Brain: Neuroplasticity in the Motor System
Imitation Neurons: Frontal Cells that Mimic Actions
Cognition Beyond Perception: Higher Processing Despite Spatial Neglect
Reaching toward Neuroprosthetics: Robot Limbs under Neural Control

'Seeing' Emotion in Blindsight: Affect without Awareness
Routes to Memory: Neuroplasticity in the Hippocampal Formation
Crossed Wires in the Brain: Multisensory Integration in Synaesthesia

Contributors

Dr Paul Dockree - Trinity College, Ireland.
Prof. Alvaro Pascual-Leone - Harvard Medical School, USA.
Prof. Vincent Walsh - University College London, UK.
Prof. Luciano Fadiga - University of Ferrara, Italia.
Prof. V.S. Ramachandran - Centre for Brain and Cognition, University of California, USA.
Prof. Giuseppe Vallar - University of Milano-Bicocca, Milano, Italia.
Prof. Gereon Fink - Institut für Neurowissenschaften und Biophysik Medizin, Forschungszentrum Jülich, Germany.
Prof. Niels Birbaumer - Eberhard-Karls-University of Tübingen, Germany.
Prof. Charles W Anderson - Colorado State University, USA.
Prof. Beatrice de Gelder - Massachusetts General Hospital & Harvard Medical School, USA.
Prof. James Danckert - University of Waterloo, Canada.
Prof. Eleanor Maguire - Institute of Neurology, UK.
Prof. Shane O'Mara - Trinity College, Ireland.
Prof. Lynn Robertson - University of Berkeley, California, USA.
Nathan Kline - Institute for Psychiatric Research, New York, USA.

Author Information

Dr Richard Roche is Lecturer in Psychology at the National University of Ireland, Maynooth. His current research interests include the human electrophysiology of memory, stroke, early-onset psychosis and neuroeconomics.

Dr Sean Commins is Senior Lecturer in Psychology at the National University of Ireland, Maynooth. His current research interests include the neurobiology of learning and memory, and spatial cognition.



Getting Ahead as an International Student

By Dave Burnapp

Northampton Business School, UK

Soft back ISBN: 978-0-335-23453-0

Hard back ISBN: 9780335234523

Edition: 01

Soft back price: AUS\$50.00/NZ\$55.00

Hardback price:

AUS\$155.00/NZ\$170.00

Pub Date: October 2009

No of pages: 176

Subject category: Humanities and Social Sciences - Study Skills - Guides for Academics

Market: International students

Key features

- This book introduces international students to the underlying rationale as well as methods of study required by English speaking universities (particularly those in the UK).
- It explains how to undertake academic tasks like referencing, writing essays and presentations – and why these requirements are so important.
- The book has exercises, a glossary of terms, and hints on where to find more information – all things that new international students will find extremely useful.

While it is important to understand how to undertake academic tasks like referencing, essay-writing and presenting information, it is also useful to be aware as to why the university requires you to do them. Each section includes the approaches, methods and applied exercises that will help you to understand and develop your skills. Reflective exercises as well as group tasks are also included to help you develop the study skills that are necessary for successful completion of a course. You are also encouraged to keep a copy of each completed task (in a portfolio) in order to demonstrate the skills you have learned to prospective employers.

Getting Ahead as an International Student is designed for international students studying at any level - foundation level, undergraduate or postgraduate - and using any mode of study including distance-learning.

Table of contents

Introduction

Part One: Context

What are English-speaking universities like?

What sort of changes will I need to make?

What sort of things will I have to do?

What sort of assessments will I have?

Part Two: The Study Process

Starting Out: what do I already know?

How can I understand my topic?

How do these ideas connect?

Group working: what do other people think?

Part Three: Producing assessments

What do I have to do to excel in my assessments?

What is critical awareness and how can I show it in my work?

Finishing off: have I done what was required?

Part Four: Reference materials

Key to exercises

Glossary of key terms

Language reference bank

Key websites and books for further information

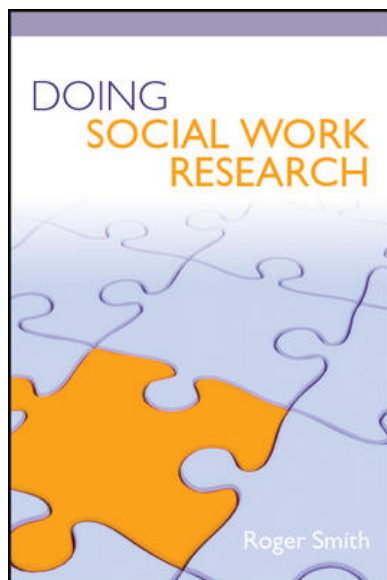
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Marketing plan

- Sales representatives and campus direct mailing campaigns
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- Conference displays

Author Information

Dave Burnapp is Senior Lecturer at Northampton Business School.



Doing Social Work Research

By Roger Smith

De Montfort University, UK

Paperback ISBN: 978-0-335-23564-3

Hardback ISBN: 978-0-335-23564-3

Edition: 01

Paperback price: AUS\$65.00/NZ\$72.00

Hardback price: AUS\$180.00/NZ\$199.00

Pub Date: October 2009

No of pages: 200

Subject category: Humanities & Social Sciences - Health & Social Welfare - Social Work & Welfare

Market: Undergraduate and postgraduate social work students. It is also useful for those taking modules in youth studies, community work or criminal justice.

Key features

- Helps intending researchers to relate 'methodology' to 'method', so that they can make decisions about how to turn initial research questions into valid and feasible investigative strategies.
- Provides detailed guidance on how to organize the research task, including planning, preparation, implementation and management of investigations. Contains illustrative examples of research practice from personal experience
- A valuable resource for social work students and practitioners carrying out research projects as well as practicing researchers and research educators in the discipline.

Table of contents

- Different ways of thinking about research in social work
- 'Evidence-based' approaches: Their influence, uses and limitations
- Critical research: Asking awkward questions
- Research 'from below': Using research to promote change
- 'What works': Methods for measuring change, effectiveness, impact and outcomes

- Critical research: Exploration, investigation and theory-building methods
- Research which is committed to achieving change: Empowering, inclusive and emancipatory methods
- Preparing and planning a research project: Being practical and realistic
- Doing social work research: Ethics, validity and managing the task
- Using social work research: Dissemination, application and change

Competition

D'Crux - Social Work Research: Ethical and Political Contexts - Sage - 2004

Alston - Research for Social Workers - Routledge - 2003

Wyatt - Research Skills for Social Workers - Learning Matters - 2009

Related Titles

Corby - Applying Research in Social Work Practice - 978-0-335-21784-7

May - Social Research 3/e - 978-0-335-20612-4

Titles by the same author

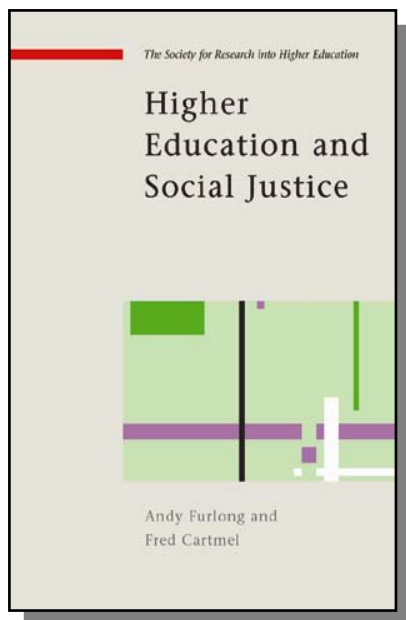
Smith - Communication Skills and Social Work 1e - 978-0-335-21662-8

Marketing plan

- Sales representatives and campus direct mailing campaigns
- Review copies to key journals
- Direct mail promotions
- Conference displays

Author Information

Roger Smith teaches and researches in social work at De Montfort University, UK. He worked in residential care before qualifying as a social worker in 1980. He then joined the Probation Service, working mainly with young offenders and subsequently held a policy development role with a national children's organization.



Higher Education and Social Justice

By **Andy Furlong and Fred Cartmel**
University of Glasgow, UK

Soft back ISBN: 978-0-335-22362-6

Hardback ISBN: 978-0-335-22362-6

Edition: 01

Soft back price: AUS\$70.00/NZ\$77.00

Hardback price: AUS\$180.00/NZ\$199.00

Pub Date: October 2009

No of pages: 192

Subject category: Humanities & Social Sciences - Higher Education - Planning and Management

Series: Co-published with the Society for Research into Higher Education

Market: Students of Higher Education; HE Managers; HE Educational Developers; HE policy makers.

Key features

- This book is concerned with the provision of equal opportunities in higher education.
- It explores the barriers that impede the progress of young people from less advantaged families.
- The book is essential reading for anyone who has an interest in higher education or a concern for social justice.

Table of contents

Higher education and social justice
Unequal access
Reinforcing inequality through funding policies

Fragmented contexts
Changing pathways, altered experiences
Differential rewards
Building a socially just system
Index

Competition

Reay – Degrees of Choice – Trentham Books – 2005

Schoon – Risk and Resilience – CUP – 2006

Archer – HE and Social Class – Routledge - 2002

Related Titles

Morley – Quality and Power – 978-0-335-21226-2

Titles by the same author

Furlong & Cartmel - Young People and Social Change 2e – 978-0-335-21868-4

Marketing plan

- Sales representatives and campus direct mailing campaigns
- Review copies to key journals
- Direct mail promotions
- Conference displays

Author Information

Andy Furlong is Professor of Sociology at the University of Glasgow.

Fred Cartmel is Senior Lecturer in Sociology at the University of Glasgow.