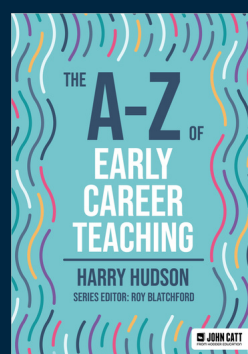
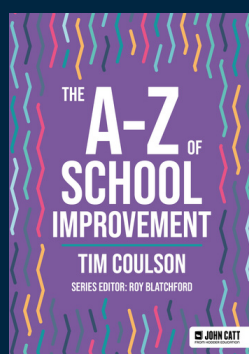
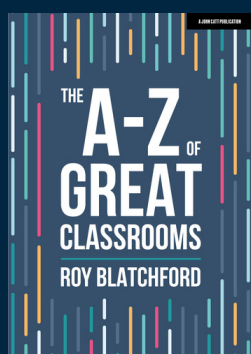


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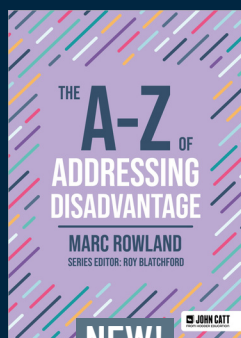
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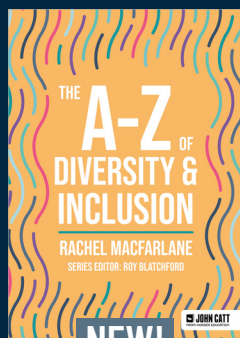
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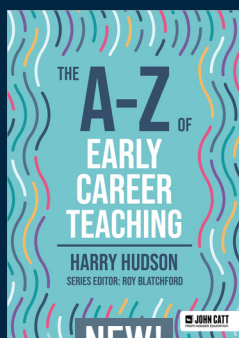
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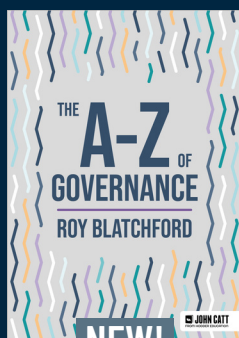
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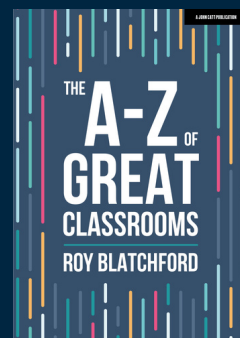
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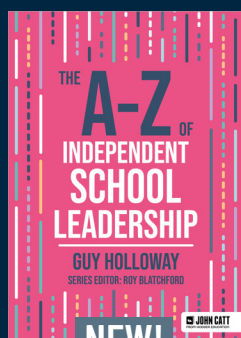


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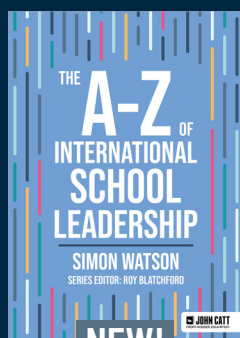


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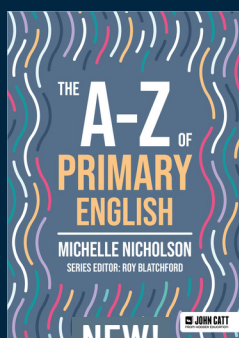
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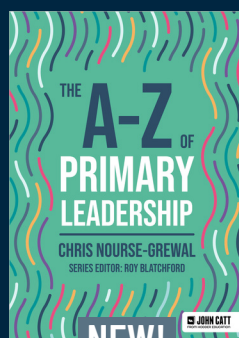
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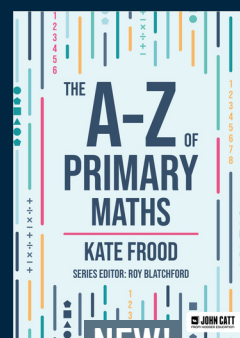
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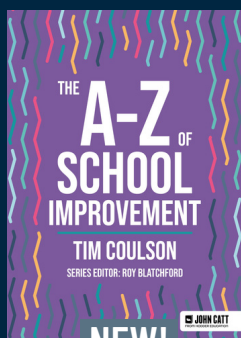
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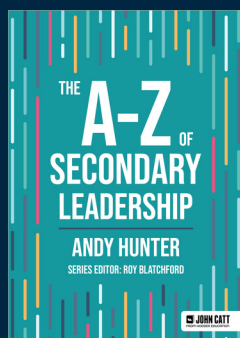
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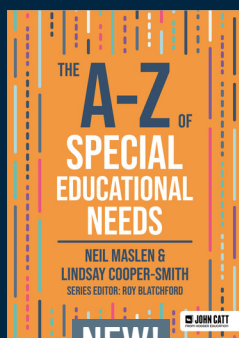
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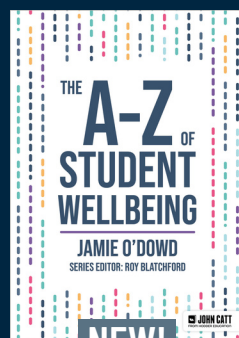
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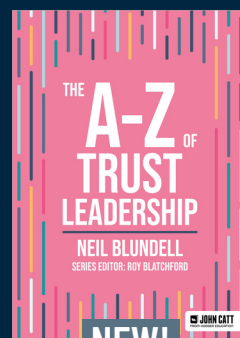
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A AMBITION

Ambition is a dream with a V8 engine.

Elvis Presley

A is for ambition and it is the perfect place to start. A deeply rooted and unwavering ambition, shared by all staff and extended to all in the organisation, is the foundation stone of every truly inclusive school.

But what do we mean by ambition in this context?

We are not talking about personal ambition – encouraging every member of staff to seek promotion and aim for headship or fostering an aspiration in every child to become an astronaut or prime minister. I'm describing a collective ambition for every learner (adult and child) to be seen, represented and included; for their needs to be met and for any barriers they are experiencing to be understood, tackled and overcome. An ambition for knowledge and skills gaps to be identified, addressed and closed. For those starting behind their peers to make accelerated progress and to be supported to achieve in line with others, leaving school with the same opportunities and life chances.

There are, of course, many students in our special schools and some pupils with education, health and care plans (EHCPs) in our mainstream schools for whom, due to specific disabilities and profound special educational needs, it is not appropriate to expect the same levels of attainment as for the majority of our learners. But the number of learners who currently fail to attain the age-expected levels at each key stage across our education system is vastly higher than it should be and higher than it would be if we had consistently and truly inclusive practices in all our schools.

11

Each A-Z book is divided into two sections. Section One explores 26 different aspects of the book topic, one for each letter of the alphabet. The chapters provide practical suggestions and ideas for implementation, drawing on examples of good practice and case studies.

Each chapter ends with an Aside: questions, prompts for discussion, or quotes to reflect on.

These sample pages are taken from
The A-Z of Diversity & Inclusion

AMBITION

ASIDE

Ambition is like love, impatient both of delays and rivals.

The Buddha

10 questions to consider

1. What motivates you to be ambitious for all learners?
2. How do you support your peer educators to maintain a belief in the potential of all learners to achieve great outcomes?
3. How ambitious are all teams and all adults in your school/trust for all learners?
4. How do you know?
5. Are there any individuals or groups that need to be challenged or supported to be more ambitious?
6. What steps might you take with them?
7. Think about a recent time when you could have challenged someone to raise their level of ambition but didn't. What could you have done differently?
8. What stopped you?
9. What can you do to address that?
10. When was the last time you shared a story with a colleague or pupil of ambitious goals being reached? What was it and what was the impact?

2 SOME LANGUAGE SCENARIOS

WHAT WOULD YOU DO IF ...?

A: You are looking at the progress and attainment data for a group of students with colleagues in school. One of them says of one particular child, 'Well, she's made so little progress because she missed three weeks of school last term. Her mum took her abroad for a wedding. And she's PP as well. We have to pay for her to go on school trips and yet her mum can afford to take her to Pakistan!' How would you respond?

B: You are discussing strategies for increasing parental engagement at parents' evenings with a middle/senior leader. They say 'We're trying really hard to get the parents of the kids in our low-ability groups to come in but lots of them never show up. They're your typical hard-to-reach parents. If only they showed an interest, it would really make a difference.' How do you respond?

C: A leader from another school is telling you with pride about the work that they have been doing to diversify the staff body. They say 'It's great; we have appointed three ethnic staff to start in September!' Do you say anything? If so, what?

D: You are walking past the school's sensory room with a colleague new to the school. They say 'That's the room for the autistic kids, isn't it? Don't you find that there seem to be more and more of them on the spectrum these days?' How do you respond?

E: You overhear two members of school staff discussing a planned year group trip to a university. One says 'I've no idea why SLT are planning on taking all of Year 9. Half of them won't be going to university anyway. They'll never get the grades. And I don't expect lots of the parents would

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Section Two contains helpful resources, such as checklists, audit tools, policy extracts, provocations, questions, forms and activities.

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ESSENTIAL READING

This is a must-read book for primary teachers. It is packed with practical ideas to develop children's knowledge, understanding and love of maths. There is so much to take away from each chapter and bring straight into the classroom. The author's passion and experience is palpable. It is an easily accessible book that you can dip in and out of.

Amazon review for *The A-Z of Primary Maths*

IDEAL FOR EXPERIENCED AND EARLY CAREER TEACHERS

A fantastic book, which provided me with practical tools to use in my lessons. I could see the impact on my students, almost immediately.

Amazon review for *The A-Z of Primary Maths*

THE A-Z AUTHOR TEAM

Series editor: Roy Blatchford

Roy Blatchford is founder of www.blinks.education working with educational institutions in the UK and internationally. Following headteacher roles, he was Founding Director of the National Education Trust and served as an education policy adviser to the UK and other national governments. In 2016, he was appointed CBE for services to education.

The A-Z authors

- Roy Blatchford
- Neil Blundell
- Lindsay Cooper-Smith
- Tim Coulson
- Kate Frod
- Guy Holloway
- Harry Hudson
- Andy Hunter
- Rachel Macfarlane
- Neil Maslen
- Michelle Nicholson
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