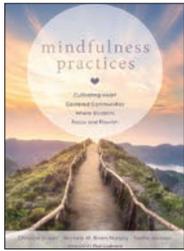


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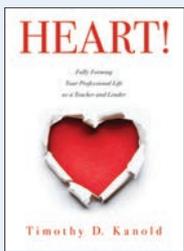


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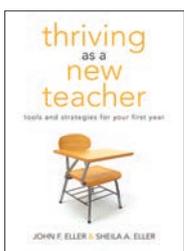
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Timothy D. Kanold • 9781760563240

HEART!: Fully Forming Your Professional Life as a Teacher and Leader by Timothy D. Kanold supports F-12 educators in reflecting on their professional journey. In this inspiring five-part book, Kanold presents the concept of a heartprint - the distinctive impression that an educator leaves on students and colleagues. In a conversational, humorous tone, HEART! offers teachers and leaders guidance in regard to what they can do to uncover their professional impact and foster heart-centred classrooms and schools.

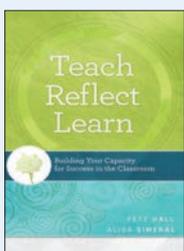
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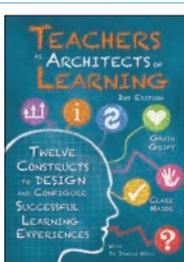
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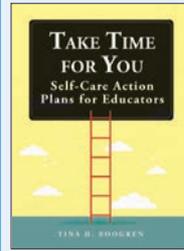
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Gavin Grift • 9781743308806

The revised and updated second edition of the bestselling title, Teachers as Architects of Learning supports teachers to develop ideas, consider approaches and, in general, increase levels of consciousness about what they do, why they do it and how they might do it differently. The book enables teachers to develop their own blueprint for teaching through the exploration of twelve learning constructs and 100 strategies. The authors draw from extensive personal experiences, research from the field and themselves to serve as a catalyst for thinking about their own practice in a way that lets learning lead. The second edition is a "must-have" book for any educator committed to the development of their own or other's practice.

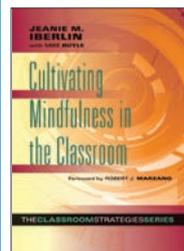
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In this book author Tina H. Boogren contends that the key to thriving, as both a human and an educator, rests in daily self-care. By working through Abraham Maslow's hierarchy of needs - (1) physiological, (2) safety, (3) belonging, (4) esteem, (5) self-actualisation and (6) transcendence - F-12 teachers and leaders will see a clear science-based path to overall wellbeing. This guide promises to be a source of inspiration long after its first read. Through using this book, readers will be equipped with doable strategies for their various needs and, finally, transcend and connect to something greater than themselves.

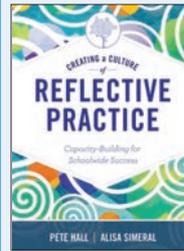
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In Cultivating Mindfulness in the Classroom, author Jeanie M. Iberlin and contributor Mike Ruyle advocate that F-12 teachers must use mindfulness practice in the classroom so students know how to cope with their emotions as they learn and grow. They illustrate that mindfulness is an effective, low-cost way for educators to help students manage their stress, focus their brains for extended periods of time and increase their emotional intelligence. Teachers can foster better classroom cultures and higher student achievement when they make students more mindful of their emotions.

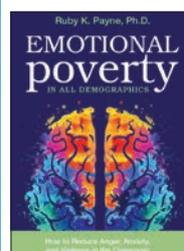
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In this book the authors draw on lessons learned from educators across year levels, content areas and district demographics to present a definitive guide to developing a culture of reflective practice in your school. Armed with the book's real-life examples and research-based tools, you'll learn how to determine the current location of all stakeholders on the continuum and how teacher-leadership activities, transformational feedback and strategic coaching can move them forward. The result? A schoolwide culture that both values reflection and uses it to ensure that teachers reach their fullest potential.

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**EMOTIONAL POVERTY IN ALL DEMOGRAPHICS:** How to Reduce Anger, Anxiety, and Violence in the Classroom  
Ruby Payne • 9781760568740

School safety is now a primary concern for educators, who are increasingly frustrated by confrontations over students' disruptive and unproductive behaviours. But information about the emotional sources of this behaviour is lacking, as are tools for managing behaviour. Consequences will always be needed. But we can change the approach. In Emotional Poverty, brain and developmental science change the conversation. Payne discusses what motivates good behaviour and the underlying emotional causes of usage/disruptive behaviour. Developing a culture of caring and support isn't expensive. Every school has the resources to address emotional poverty.

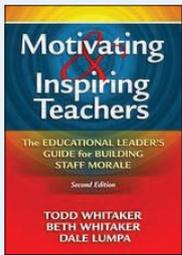
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David Levine • 9781743302583

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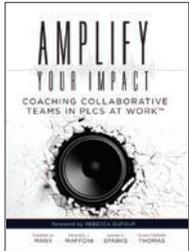
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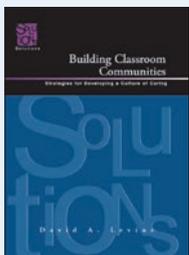
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*Thomas, Maffoni, Sparks-Many, Many, DuFour • 9781760567286*

While much evidence has supported the significant impact professional learning communities (PLCs), collaboration and coaching each have on learning, few schools and districts have combined these concepts to shift the focus of their coaching from individual teachers to collaborative teams. But this book merges these three constructive concepts and presents F-12 coaches, administrators and teacher leaders with a framework that enhances collaborative efforts in PLCs and represents the next generation of best practices in teaching and coaching. The authors show how coaching teams collaboratively improves the productivity of traditional best practices in coaching, which address teachers individually.

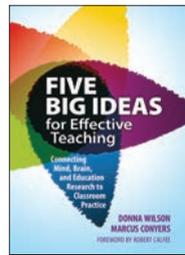
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Building Classroom Communities: Strategies for Developing a Culture of Caring brings theory and practice together to guide you in creating a unified and caring classroom where all students feel a sense of belonging. Developed from the author's experiences in a variety of school settings, Building Classroom Communities provides specific strategies for: creating emotionally safe classrooms; encouraging honour and respect; facilitating a sense of interdependence and generosity; and teaching empathy as a primary social skill. Use Building Classroom Communities: Strategies for Developing a Culture of Caring to create a sense of belonging and meaning in your classroom.

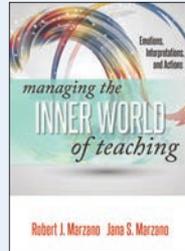
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*Marcus Conyers, Donna Wilson • 9781760010676*

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**MANAGING THE INNER WORLD OF TEACHING:** Emotions, Interpretations, and Actions  
*Robert J. Marzano, Jana S. Marzano • 9781760015916*

This book focuses on an issue often overlooked in schools: teachers' thoughts and feelings. By understanding and monitoring their emotions, interpretations and actions, teachers can transform their instructional practices. Using Managing the Inner World of Teaching, F-12 teachers will understand the inner world of teaching - their emotions, interpretations and actions - and analyse how it affects their instructional practices; use the three-phase management process - awareness, analysis and choice - every day to ensure success; and gain effective strategies and activities to enhance the lives of their students and learn to honour each student's self-system.

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