

Teaching Strategies and Learning styles				Small green sticker
Call Number	TITLE	Author/s	Year	Annotation
025.56 ALLA	<i>Blended learning: tools for teaching and training</i>	Allan, Barbara	2007	Offers a holistic blended learning approach, combining the best of traditional and new approaches to learning and teaching to make optimum use of the advantages of each while minimizing the disadvantages. It provides information professionals with a practical guide to the design and delivery of such training programmes, illustrated with a broad range of library based examples, checklists and case studies."
028.5 JONE	<i>Connecting with reluctant teen readers</i>	Jones, Patrick ., Hartman, Maureen & Taylor Patricia	2006	Shares the authors' thoughts on why teens need to read and why so many of them don't. It shows how to entice reluctant readers, what types of books are most likely to grab and keep their interest, and how to connect different types of readers with different genres.
152.6 SEG	<i>Quick guide to the four temperaments and creativity : a psychological understanding of innovation</i>	Segal, Marci	2003	" ... ideas to help individuals and groups be more creative." "Packed with easy-to-implement tools and information that can be immediately used to enhance creative ability."
153.1 NUTH	<i>The hidden lives of learners</i>	Nuthall. G	2007	The Hidden Lives of Learners takes the reader deep into the hitherto undiscovered world of the learner. It explores the three worlds which together shape a student's learning - the public world of the teacher, the highly influential world of peers, and the student's own private world and experiences. What becomes clear is that just because a teacher is teaching, does not mean students are learning.
370.1 STRE	<i>Contextual Wellbeing : Creating Positive Schools from the Inside Out</i>	Street, Helen <b>2 Copies</b>	2018	The Contextual Wellbeing model divides the school context into four interrelated domains: the people in the school community, the physical space, the ingrained policies and practices, and the social norms embedded in the school culture. It then addresses the healthy development of each of these four domains so that 'Contextual Wellbeing' is supported throughout the entire school community. The philosophy of Contextual Wellbeing, along with the Contextual Wellbeing model, is not another add on program or initiative, rather it is a framework for educational improvement from the inside out.

370.71 FRAN	<i>Reflections on classroom thinking strategies</i>	Frangenheim. E	2014	Designed to encourage a passion for teaching, this excellent resource helps teachers create a classroom climate that empowers all students to be better thinkers.
370.15 KUHL	<i>Guided inquiry design; A framework for inquiry in your school</i>	Kuhlthau. C.C, Maniotes. L. K & Caspari. K	2012	Guided Inquiry prepares today's learners for an uncertain future by providing the education that enables them to make meaning of myriad sources of information in a rapidly evolving world. The companion book, <i>Guided Inquiry: Learning in the 21st Century</i> , explains what Guided Inquiry is and why it is now essential now. This book, <i>Guided Inquiry Design: A Framework for Inquiry in Your School</i> , explains how to do it.
370.152 FORT	<i>180 icebreakers to strengthen critical thinking and problem solving skills</i>	Forte. I & Schurr. S	1997	Pique your students' interest with these 180 icebreakers for all ages to strengthen critical thinking and problem solving skills. Each activity includes an intriguing fact, a point to ponder, and a project to pursue. Incorporating William's and Bloom's taxonomies, the 'icebreakers' address each of the intelligences and the six levels of thinking. These activities will promote independent thinking and will assist students to succeed in school and life.
370.152 MAKI	<i>Making thinking visible: how to promote engagement, understanding and independence for all learners</i>	Ritchhart. R, Church. M & Morrison. K	2011	Visible Thinking is a research-based approach to teaching thinking that develops students' thinking dispositions, while at the same time deepening their understanding of the topics they study. Rather than a set of fixed lessons, Visible Thinking is an extensive and adaptable collection of practices that include thinking routines and the documentation of student thinking. The routines are a central element of the practical, functional and accessible nature of Visible Thinking.
370.152 MAM	<i>A teacher's guide to cognitive type theory &amp; learning style</i>	Mamchur, Carolyn	1996	In Part 1, Mamchur introduces the theory of psychological type preferences developed by Carl Jung & discusses the importance of the Myers-Briggs Type Indicator. She looks at the eight preferences in the context of teaching and learning. Part 2 looks more closely at issues arising from the study and use of type theory, including the dangers of labelling.
370.1523 ARM	<i>Multiple intelligences in the classroom, 2nd ed</i>	Armstrong, Thomas	2000	Gardner's original studies suggested that the human mind is composed of seven intelligences –linguistic, logical-mathematical, spatial, bodily-kinesthetic, musical, interpersonal and intrapersonal. This new edition includes an eighth intelligence (the naturalist), & a chapter on a possible ninth intelligence (the existential), plus

				information and resources to help educators apply MI theory to all aspects of teaching and learning.
370.1523 BRAN	<i>Powerful learning</i>	Brandt, Ron	1998	This book describes conditions that promote learning in school, providing illustrative examples of real schools. The conditions are: (1) people learn what is personally meaningful to them, (2) people learn when they accept challenging but achievable goals, (3) learning is developmental, (4) individuals learn differently, (5) people construct new knowledge by building on their current knowledge, (6) much learning occurs through social interaction, (7) people need feedback to learn, (8) successful learning involves use of strategies (which themselves are learned), (9) a positive emotional climate strengthens learning, and (10) learning is influenced by the total environment. This book also discusses desirable approaches by schools to achieve powerful learning.
370.1523 BROO	<i>Schooling for life : reclaiming the essence of learning</i>	Brooks, Jacqueline Grennon	2002	"Too many students experience school as a place to put in time ... and view their lives within school walls as distinctly different from their lives at home and in the community ... This book is a rallying cry to our true educational mission."
370.1523 HATT	<i>Visible learning and the science of how we learn</i>	Hattie, John & Yates, Gregory <b>10 copies</b>	2014	" ... explains the major principles and strategies of learning, outlining why it can be so hard sometimes, and yet easy on other occasions ... features extensive interactive resources ... draws upon the latest international research into how the learning process works and how to maximise impact on students..."
370.1523 HYE	<i>Student successes with thinking maps : school-based research, results, and models for achievement using visual tools</i>	Hyerle, David ed.	2004	"...illustrates how students have systematically and deliberately taken charge of their own learning via the transformational power of Thinking Maps. Following a presentation of the "what, why and how" of Thinking Maps, the reader is treated to a panoramic view of schools that have successfully used this unique tool kit to bridge the gap between research and practice." [Foreword]
370.1523 JEN	<i>Teaching with the brain in mind</i> , 2nd ed., rev. and updated	Jensen, Eric	2005	"in easy to understand, engaging language, Jensen provides a basic orientation to the brain and its various systems and explains how they affect learning. ... [he] goes on to explore topics such as motivation, critical thinking skills, environmental factors, the 'social brain', emotions and memory."

370.1523 JEN	<i>Learning smarter, the new science of teaching</i>	Jensen, Eric	2000	Chapters on Enhancing cognition, Environments for learning smarter, Achievement and test performance, The musical, visual and performing arts, Memory solutions, The mind/body connection, Smart nutrition, Enrichment, The early years, The fragile brain. Each short article includes Action Steps and references. Research made accessible and easy to implement.
370.1523 JOSE	<i>Learning in the emotional rooms: How to create classrooms that are uplifting for the spirit</i>	Joseph. J	2006	In this edition John Joseph draws on decades of experience to provide startling and decisive suggestions about the nature of the enterprise we call schooling.
370.1523 KID	<i>Success for all : selecting appropriate learning strategies</i>	Kiddey, Pat & Waring, Felicity (developers)	2001	" ... intended as a practical resource ... for teachers striving to cater for the learning needs of adolescent students. " These strategies will help to cater for the diversity of needs and abilities in the typical classroom.
370.1523 MARZ	<i>Dimensions of learning : teacher's manual, 2nd ed.</i>	Marzano, Robert J. & Pickering, Debra J.	1997	Attitudes and perceptions / Acquire and integrate knowledge/ Extend and refine knowledge / Use knowledge meaningfully/ Habits of mind / Putting it all together. " ... a powerful tool to ensure that <i>learning</i> is the focus of what we do as educators."
370.1523 MOR	<i>4MAT in action, 4th ed.</i>	Morris, Susan & McCarthy, Bernice	1999	"4MAT is an open-ended teaching method that provides an instructional framework for meeting the diverse needs of all learners." Practical lesson and unit activities at all levels, contributed by teachers.
370.1523 PARR	<i>Designing brain-compatible learning, 2nd ed.</i>	Parry, Terence.	2003	" ... contains the best of what we know about how the brain learns with the best of what we know about leaning... " A readable and teacher-friendly text.
370.1523 PRAS	<i>The power of diversity: New ways of learning and teaching through learning styles</i>	Prashnig. B	2006	Every one of us has a learning style, thinking style and working style as unique as our fingerprints. Parents and schools can now easily identify individual learning styles. It is imperative for schools, parents and organizations to cater to those individual differences. Unless this happens, millions more will be wrongly classed as school failures because their learning style is not suited to their school's teaching style.
370.1523 STE	<i>Teaching for successful intelligence : to increase student learning and achievement</i>	Sternberg, Robert J. & Grigorenko Elena L.	2000	What is successful intelligence? / Examining the theory of successful intelligence / Successful intelligence in life and in school / Teaching for analytical thinking / Teaching for creative thinking / Teaching for practical thinking / Framing triarchic instruction and

				assessment units / Putting it all together: a comprehensive illustration of lessons for teaching for successful intelligence.
370.1523 WILL	<i>Brain-friendly strategies for the inclusion classroom</i>	Willis, Judy	2007	Success for all students in inclusion classes -- Looking into multiple intelligence brains -- Teaching students with attention disorders -- Enriching the inclusive learning environment -- Review and test preparation strategies for diverse learners -- What the future holds -- Sample lesson plans for inclusion class activities.
370.1524 DES	<i>Designing a thinking curriculum, rev. ed.</i>	Wilks, Susan ed.	2005	"... respond to the challenge of disengagement in the middle years of schooling by providing teachers and administrators with ideas for the implementation of a thinking curriculum in their schools."
370.157 POHL	<i>Learning to think, Thinking to learn: Models and strategies to develop a classroom culture of thinking</i>	Pohl, M	2000	This resource is a practical guide for teachers of all levels to plan learning activities with a thinking focus. It describes processes that can be used to infuse thinking into everyday learning that will see students engaging in a range of thinking tasks regardless of the subject areas. While students are learning to think they are also thinking to learn. A great resource that incorporates Bloom's Taxonomy and the theory of Multiple Intelligences.
370.285 SALL	<i>Knowledge management in education: enhancing learning and education</i>	Sallis, E & Jones, G	2002	Knowledge Management (KM) is the technique of using the information and knowledge that is supplied to, generated by and inherent in any organization or institution, to improve its performance. This volume demonstrates how KM can be used in education to improve learning.
370.71 DAR	<i>Powerful teacher education ; lessons from exemplary programs</i>	Darling-Hammond, L	2006	Powerful Teacher Education describes the strategies, goals, content, and processes of seven highly successful and long-standing teacher education programs - Alverno College, Bank Street College, Trinity University, University of California, Berkeley, University of Southern Maine, University of Virginia, and Wheelock College. All these colleges and universities have succeeded in preparing teachers to teach diverse learners to achieve high levels of performance and understanding. In discussing the common features of these programs, Linda Darling-Hammond shows what outstanding teacher education models do and how they do it, and what their graduates accomplish as a result.
370.9947 GREA	<i>Great Teachers by design: A Systemic approach to ensuring highly effective teachers in Canberra Public Schools</i>		2016	It is clear that great teachers make a difference. However great teachers in every classroom in Canberra's public schools won't happen by chance.
371.1 COIL	<i>Raising achievement: strategies for success</i>	Coil, C	2000	This book is written for educators, administrators and parents. The strategies discussed for each issue and each category are intentionally practical and easy to use. Read this book for ideas,

				gathering the most workable ones for you and the children with whom you are concerned. Strategies covered include structuring schools and classrooms for achievement and learning, goal-setting, organisation and study skills, boys' achievement, differentiating curriculum, independent learning activities.
371.102 BURK	<i>Mentoring guidebook : Level 2,exploring teaching strategies,2nd ed.</i>	Burke, Kay.	2002	“Offers teaching strategies related to brain-compatible learning, integrated lesson design, thematic units and cooperative learning; assessment practices for assessment for authentic learning, including teacher-made tests and student portfolios; guidelines for working with paraprofessionals and parents; tools for reflecting on ones teaching and setting professional goals.”
371.102 EGG	<i>Strategies for teachers : teaching content and thinking skills, 4th ed.</i>	Eggen, Paul D. & Kauchak, Donald P.	2001	1. Cognitive Learning and Models of Teaching. -- 2. Essential Teaching Skills and the Teaching of Thinking. -- 3. Social Interaction Models. -- 4. The Inductive Model: A Constructivist View of Learning -- 5. The Concept-Attainment Model -- 6. The Integrative Model: Teaching Organized Bodies of Knowledge. -- 7. Problem-Based Learning Models -- 8. The Direct-Instruction Model -- 9. The Lecture-Discussion Model -- 10. Adapting Instruction to Improve Effectiveness.
371.102 HATT	<i>Visible Learning: feedback</i>	Hattie		Feedback is arguably the most critical and powerful aspect of teaching and learning. Yet, there remains a paradox: why is feedback so powerful and why is it so variable? It is this paradox which Visible Learning: Feedback aims to unravel and resolve.. With numerous case-studies, examples and engaging anecdotes woven throughout, the authors also shed light on what creates an effective feedback culture and provide the teaching and learning structures which give the best possible framework for feedback.
371.102 MARZ	<i>Questioning Sequences in the Classroom</i>	Marzano, R. J. & Simms, Julia A. <b>9 copies</b>	2014	“This book walks teachers step by step through the challenging process of building understanding through classroom talk...” “ ... encourages teachers to ask targeted specific questions to help students successfully meet learning goals.” [ back cover.]
371.102 MCQU	<i>Teaching for Tomorrow : A Blueprint for Future-Proofing Our Schools, Students and Educational System</i>	McQueen, Michael <b>12 Copies</b>	2019	As we brace for a perfect storm of technological and social change, the need for educational transformation has never been greater. In this research-rich book, Michael explores the 10 megatrends that will dominate the coming decades; 4 ‘capability gaps’ in today’s students that may leave them ill-equipped for what lies ahead; the

				key paradigm shifts educators will need to make to remain relevant in turbulent times; and a range of proven strategies for making innovation and agility part of the DNA in education.
371.102 RESE	<i>Researching teaching; methods and practices for understanding pedagogy</i>	Loughran. J	1999	A range of innovative research methodologies are represented and explained. The book articulates the special professional skills and knowledge that teachers have and need. It will inspire teachers and researchers alike in understanding the art of teaching.
371.102 STRO	<i>Qualities of effective teachers</i>	Stronge. J.H	2002	This second edition includes new tips and tools for engaging at-risk students and high-ability students. It also includes skills checklists and an expanded, annotated bibliography to provide a springboard for further insight and exploration. Teachers, educators who hire teachers, teacher leaders, supervisors, and teachers-in-training can all use this book to learn to how to develop better teachers and to improve the quality of learning for all students.
371.102 TILE	<i>10 best teaching practices : how brain research, learning styles, and standards define teaching competencies, 2nd ed</i>	Tileston, Donna Walker	2005	Creating an environment that facilitates learning -- Differentiating with a variety of teaching strategies that address different learning styles -- Strategies that help students make connections from prior learning and experiences to new learning and across disciplines -- Teaching for long-term memory is a primary goal -- Constructing knowledge through higher-level thinking skills -- Collaborative learning is an integral part of the classroom -- Bridging the gap between all learners, regardless of race, socioeconomic status, sex, or creed -- Evaluating learning through a variety of authentic assessments -- In-depth understanding that leads to real-world practices -- Seamless integration of technology for high-quality instruction -- Putting it all together.
371.102 TOML	<i>Integrating differentiated instruction &amp; understanding by design : connecting content and kids</i>	Tomlinson, Carol Ann & McTighe, Jay	2006	A book that combines the two approaches of Understanding by Design and Differentiated Instruction. "Each model strengthens the other ... to craft lesson plans that will teach essential knowledge and skills to the full spectrum of learners."."
371.102 WALS	<i>Quality questioning: Research based practice to engage every learner</i>	Walsh, Jackie Acree & Satte, Beth Dankert	2005	Realize the potential of quality questioning for student thinking and learning. Quality questioning as a process that begins with the preparation of questions to engage all students in thinking and culminates in the facilitation of dialogue that takes learning deeper

371.207CONZ	<i>More than a SMART goal: staying focused on student learning</i>	Conzemius, Anne E. Morganti-Fisher, Terry	2012	“ ... discusses how to set a data-informed high-priority SMART (Strategic and specific, Measurable, Attainable, Results-oriented and Time-bound) goal ... and shows the reader how to properly use the SMART goal process to effect successful change.”
371.252 TOML	<i>How to differentiate instruction in mixed-ability classrooms, 2nd ed.</i>	Tomlinson, Carol A.	2004	Differentiation challenges us to draw on our best knowledge of teaching and learning. Strategies include curriculum compacting, sidebar investigations, entry points, graphic organisers, contracts and portfolios,
371.26 MAC	<i>The self-evaluation file; good ideas and practical tools for teachers, pupils and school leaders</i>	MacBeth. J	2004	A collection of instruments that have been tried and tested by teachers and pupils to assist with insights into learning and teaching, promote dialogue between teachers and pupils about learning preferences and styles and identifying how teaching and learning can be made effective.
371.3 BOSS	<i>Reinventing project-based learning ; your field guide to real world projects in the digital age</i>	Boss. S & Krauss. J	2007	This newly revised book explores proven strategies for overcoming the limitations of the traditional classroom, including a wealth of technology tools for inquiry, collaboration, and global connection to support this new vision of instructional design. The book follows the arc of a project, providing guided opportunities to direct and reflect educators own learning and professional development. In the expanded second edition, educators will find new examples of the latest tools, assessment strategies and promising practices that are poised to shape education in the future.
371.3 CAMP	<i>100 ways to improve teaching using your voice 7 music : Pathways to accelerate learning</i>	Campbell. D.G	1992	optimal learning, improve the enthusiasm and variation in their voice, and increase students' learning. This book offers techniques for enhancing students memory through voice and music. Through the multisensorial activities in this professional resource, instructors can make lessons more engaging, select music for optimal learning, improve the enthusiasm and variation in their voice, and increase students' learning.
371.3 MAN	<i>Managing learning for achievement : strategies for raising achievement through effective learning</i>	Bowring-Carr, C. & West-Burnham, John	1999	“ ... offers unique insights into successful practice in schools; access to proven strategies; authoritative guidance on current learning theories; advice on complementing changes in classroom practice; practical and specific techniques.”
371.30281 COIL	<i>Student engagement; Strategies to raise achievement</i>	Coil. C	2003	Structural schools and classrooms - Goal setting, organisation and study skills - Differentiating curriculum and instruction - Independent learning activities.



371.30281 JOSE	<i>What's your style? : learning styles with the brain in mind (Book and CD-ROM)</i>	Joseph, John	2007	" ... examines what learning styles are and explains how to construct learning episodes that utilise the styles of every student in your class." <i>(Book and CD-ROM)</i>
371.335 HATT	<i>Visible learning for teachers : maximizing impact on learning</i>	Hattie, John	2012	In 2008, John Hattie's book <i>Visible Learning</i> synthesised the results of more than 15 years research and represented the biggest ever collection of evidence-based research into what actually works in schools to improve learning. This book takes the next step and brings those ground breaking concepts to a completely new audience. Written for students, pre-service and in-service teachers, it explains how to apply the principles of Visible Learning to any classroom anywhere in the world.
371.39 EXPE	<i>Experiential learning; In schools and higher education</i>	Kraft. R.J & Kielsmeier. J	1995	This anthology is a compilation of 59 articles that includes items previously published in the "Journal of Experiential Education" and presentations given at conventions of the Association for Experiential Education. Based on John Dewey's belief that "all genuine education comes through experience," this book aims to inform educators, administrators, and researchers in schools and institutions of higher education as they seek to put experiential education into practice
371.39 INT	<i>Integrating inquiry across the curriculum</i>	Audet. R.H & Jordan. L. K	2008	Inquiry is the fundamental first step in the learning process, and oftentimes the least understood. This finely edited volume enables educators to visualize inquiry as the unifying knowledge base to guide students through all major subject areas. It's a must-have guide for exploring ways to integrate concepts across different content areas.
371.39 WOR	<i>Summarization in any subject : 50 techniques to improve student learning</i>	Wormeli, Rick	2007	Summarization is an essential tool for any learner. This book contains " ... a classroom-tested collection of written, spoken, artistic and kinesthetic summarization techniques for both individual assignments and group activities across the content areas... Wormeli also clarifies the process of teaching students how to summarize and includes a special section on the key skill of paraphrasing. The book concludes with an assortment of original text excerpts and activity prompts..."
371.823 BOYS	<i>Boys, literacies and schooling; the dangerous territories of gender based literacy reform</i>	Rowan. L, Knobel. M, Bigum. C & Lankshear. C	2002	This book responds to the complexity of the current debates associated with boys, gender reform, literacy and schooling by offering a clear map of the current context, highlighting the strengths and weaknesses of the various competing solutions put

				forward, and outlining a range of practical classroom interventions designed for dealing with the boys/literacy crisis. The authors consider the ways in which particular views of masculinity, gender reform, literacy, technology and popular culture can either open up or close down new conceptualisations of what it means to be a boy and what it means to be literate.
371.9 SOUS	<i>How the special needs brain learns</i>	Sousa. D.A	2006	If you've been searching for effective strategies to meet the needs of learning challenged students, look no further. In this newly revised and updated third edition, expert David A. Sousa addresses the causes of common learning disabilities and provides alternative instructional strategies to ensure learning occurs.
371.94 ZACA	<i>Teaching to Strengths ; supporting students living with trauma, violence and chronic stress</i>	Zacarian. D, Alvarzez-Ortiz. L & Haynes. J	2017	Experts Debbie Zacarian, Lourdes Alvarez-Ortiz, and Judie Haynes outline a comprehensive, collaborative approach to teaching that focuses on students' strengths and resiliency. <i>Teaching to Strengths</i> encourages educators to embrace teaching and schoolwide practices that support and enhance the academic and social-emotional development of students living with trauma, violence, and chronic stress.
375.001 WIGG	<i>The understanding by design guide to creating high-quality units</i>	Wiggins, Grant & McTighe, Jay	2011	" ... offers instructional modules on the basic concepts and elements of Understanding by Design (UbD) .. intended for K-16 educators. " Accompanied by downloadable resources and templates
375.001 WIGG	<i>Understanding by Design, expanded 2<sup>nd</sup> ed.</i>	Wiggins, Grant & McTighe, Jay	2005	Teachers in special and regular teacher education are becoming more aware of the complex and varied challenges that emerging teachers face as they enter the diverse modern classroom. This book focuses on student diversity in the classroom and how teachers can work with this diversity to maximise the educational outcomes of their students.
377.102 DEMP	<i>Maximising learning outcomes in diverse classrooms</i>	Dempsey, Ian	2007	Teachers in special and regular teacher education are becoming more aware of the complex and varied challenges that emerging teachers face as they enter the diverse modern classroom. This book focuses on student diversity in the classroom and how teachers can work with this diversity to maximise the educational outcomes of their students.