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Will Ryan's *Dare to be Different*: A leadership fable about transformational change in schools tells the fictional tale of Brian Smith a primary school head teacher who listens to what his political masters have to say, but then sets out to inspire real transformational change by doing the exact opposite and leading through his own values and beliefs. Writer and novelist Michael Korda claims that 'the fastest way to succeed is to look like you are playing to someone else's rules whilst quietly playing by your own'. *Dare to be Different* illustrates how real transformational change can occur when a school leader does just that, as Will Ryan shares the trials and tribulations of the story's fearless protagonist, Brian Smith, as he endeavours to take back ownership of what happens in the classroom. Exploring the significant challenges that school leaders often have to overcome in order to turn their dream into a

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reality, *Dare to be Different* lays before the reader a model of inspirational school leadership in this engaging and humorous take on life in modern schools. The story is told through the eyes and experiences of Brian as he resists top-down government directives on how his school should be run and instead strives to build a vibrant curriculum with which to hook the imaginations of today's children. Scattered among the narrative's twists and turns are deeper insights into the nature and purpose of schooling that are sure to rekindle school leaders' passion for pupil-centred education over policy-led prescription, and which will motivate them to 'dare to be different' in standing up for the education they believe in. Whilst it may be a fable with fictitious characters, *Dare to be Different* is based on real schools: schools in which the author has worked with leaders and teachers who, by applying their deeply held educational

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beliefs, accelerate learning and provide exciting learning opportunities for their pupils. Will Ryan has condensed and interwoven his forty-three years' worth of accumulated experience of going in and out of the UK's best classrooms into this book, in which you will find: at least one-hundred-and-eighteen tips that are based around exciting primary practice and which should make the hairs tingle on the neck of the most wizened school inspector; at least forty-five significant ideas that will strengthen leadership and have the capacity to transform your school as a learning community; at least fifty quotations that will make you think about how our most inspirational leaders create inspirational teachers who get an inspirational response from their learners; and compelling pieces of evidence to demonstrate that primary school teachers are doing a fabulous job, despite what any politician or tabloid reporter

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would tell you. Suitable reading for all school leaders at both primary and secondary levels who are looking to promote excellence and raise aspirations within their schools and wider communities.

Cambridge IGCSE and O Level Geography has been written specifically for Cambridge International syllabuses 0460 and 2217. Filled with sources, graphs and case studies, the coursebook requires students to examine a range of information, helping to build their analytical skills. Written by highly experienced authors and Cambridge trainers, this coursebook is updated to support both Cambridge IGCSE and O Level students. It includes clear and practical support, case studies from 25 different countries, fieldwork ideas and a range of interesting content. The accompanying CD-

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ROM contains support sheets for the topics covered, outline maps and sample exam-style questions. Answers to the activities are in the teacher's resource.

Literature is at the heart of popular understandings of the First World War in Britain, and has perpetuated a popular memory of the conflict centred on disillusionment, horror and futility. This book examines how and why literature has had this impact, exploring the role played by authors, publishers and readers in constructing the memory of the war since 1918. It demonstrates that publishers were as influential as authors in shaping perceptions of the conflict, and it provides a detailed analysis of critical and popular responses to war books, tracing the evolution of readers' attitudes to the war between 1918 and 2014. By exploring the cultural legacy of the war from

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these two previously overlooked perspectives, Vincent Trott offers fresh insights regarding the emergence of a collective memory of the First World War in Britain. Drawing on a broad range of primary source material, including publishers' correspondence, dust jackets, adverts, book reviews and diary entries, and examining canonical authors such as Wilfred Owen, Siegfried Sassoon and Vera Brittain alongside long-forgotten texts and more recent autobiographical works by Harry Patch and Henry Allingham, *Publishers, Readers and the Great War* provides a rich and nuanced analysis of the climate within which First World War literature was written, published and received since 1918.

The European Convention on Human Rights guarantees freedom of education, including the opportunities to create and operate faith-

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based schools. However, as European societies become more religiously diverse and ‘less religious’ at the same time, the role of faith-based schools is increasingly being contested. Serious tensions have emerged between those who ardently support religious schools in their various forms, and those who oppose them. Given that faith-based schools enjoy basic constitutional guarantees in Europe, the controversy around them often surrounds issues of public financing, degrees of organisational and pedagogical autonomy, and educational practices and management. This volume is about the controversies surrounding religious schools in a number of Western European countries. The introductory chapter briefly analyses the structural pressures that affect the position of religious schools, outlining the relevant institutional arrangements in countries such as Denmark, Germany, France, Ireland, the Netherlands, and Scotland.

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The following chapters provide a detailed analysis of the discussions and controversies surrounding faith-based schools in each country. Finally, the two concluding chapters aim to provide a bigger, comparative picture with regard to these debates about religious education in liberal democratic states and culturally pluralist societies. This book was originally published as a special issue of Comparative Education.

Over the last fifteen years, Pakistan has come to be defined exclusively in terms of its struggle with terror. But are ordinary Pakistanis extremists? And what explains how Pakistanis think? Much of the current work on extremism in Pakistan tends to study extremist trends in the country from a detached position—a top-down security perspective, that renders a one-dimensional picture of

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what is at its heart a complex, richly textured country of 200 million people. In this book, using rigorous analysis of survey data, in-depth interviews in schools and universities in Pakistan, historical narrative reporting, and her own intuitive understanding of the country, Madiha Afzal gives the full picture of Pakistan's relationship with extremism. The author lays out Pakistanis' own views on terrorist groups, on jihad, on religious minorities and non-Muslims, on America, and on their place in the world. The views are not radical at first glance, but are riddled with conspiracy theories. Afzal explains how the two pillars that define the Pakistani state—Islam and a paranoia about India—have led to a regressive form of Islamization in Pakistan's narratives, laws, and curricula. These, in turn, have shaped its citizens' attitudes. Afzal traces this outlook to Pakistan's unique and tortured birth. She examines the

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rhetoric and the strategic actions of three actors in Pakistani politics—the military, the civilian governments, and the Islamist parties—and their relationships with militant groups. She shows how regressive Pakistani laws instituted in the 1980s worsened citizen attitudes and led to vigilante and mob violence. The author also explains that the educational regime has become a vital element in shaping citizens' thinking. How many years one attends school, whether the school is public, private, or a madrassa, and what curricula is followed all affect Pakistanis' attitudes about terrorism and the rest of the world. In the end, Afzal suggests how this beleaguered nation—one with seemingly insurmountable problems in governance and education—can change course.

This book discusses Hong Kong's use of onscreen marking (OSM)

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in public examinations. Given that Hong Kong leads the way in OSM innovation, this book has arisen from a recognised need to provide a comprehensive, coherent account of the findings of various separate but linked validation studies of onscreen public examinations in Hong Kong. The authors discuss their experience of the validation process, demonstrating how high-stakes innovation should be fully validated by a series of research studies in order to satisfy key stakeholders.

The thoroughly Revised & Updated 8th edition of the book "Comprehensive Guide to SBI Bank PO Exam" is based on the new pattern - Preliminary and Main. The book covers all the 3 sections asked in the Preliminary Exam and the 4 sections asked in the Main exam - English Language, Data Analysis & Interpretation,

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Reasoning & Computers and General/Banking/Economy

Awareness. The USP of this new edition is the inclusion of new Questions based on the 2017-18 format of Banking exams. New Variety of High Level Questions have been included are Data Analysis/ Interpretation, Problem Solving, Direction, Input-Output, Coding-Decoding, RC, Filler, Sentence Rearrangement (column based) etc. # The theory of the book has been updated as per the various questions asked in the past examination as conducted by the SBI. # The book provides well illustrated theory with exhaustive fully solved examples for learning. This is followed with an exhaustive collection of solved questions in the form of Exercise. # The book provides separate sections for General Awareness including Banking Knowledge, Computer Knowledge and Marketing Aptitude. # The book incorporates fully solved 2011 -

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2019 papers.

- The thoroughly revised & updated 7th edition of "Comprehensive Guide to IBPS-CWE Bank PO Exam" has been designed specially for the CWE Bank PO stage 1 & 2 of the exam.
- The book covers all the sections of the Preliminary & Main PO exam - English Language, Quantitative Aptitude, Reasoning Ability, Computer Aptitude, and Banking Knowledge & General Awareness.
- The book provides well illustrated theory with exhaustive fully solved examples for learning. This is followed with an exhaustive collection of solved questions in the form of Exercise.
- The book incorporates fully solved 2012, 2013, 2014, 2015, 2016 & 2017 IBPS PO question papers with solutions.
- The Current Affairs section has been updated with the latest questions so as to provide

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an updated book to the aspirants.

A comparative study of healthcare policy in Africa, the book explores the impact of historical institutions, multilateral organizations, and informal norms, such as, respectively, colonialism, the World Health Organization, and the Western-inspired biomedical approach to disease on health policy choices, implementation, and results in Africa. In addition, it examines the role of international philanthropy, such as the Bill and Melinda Gates Foundation, Partners In Health, Doctors Without Borders, and the multitude of NGOs that pullulate the African healthcare landscape. The emphasis on these (f)actors, not to mention Cuban medical aid, clearly underscores the “globalization” of healthcare policy in Africa. The case studies of Botswana, Ghana, and Rwanda

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—three differently endowed countries economically that are also at varying stages of democratic rule— help to shed light on the influence of domestic political institutions and elite agency on healthcare policy processes across the continent.

- The thoroughly revised & updated 6th edition of "Comprehensive Guide to IBPS-CWE Bank PO Exam" has been designed specially for the CWE Bank PO stage 1 & 2 of the exam.
- A chapter on Sentence Exclusion has been introduced as asked in the 2016 PO Mains Exam.
- The book covers all the sections of the Preliminary & Main PO exam - English Language, Quantitative Aptitude, Reasoning Ability, Computer Aptitude, and Banking Knowledge & General Awareness.
- The book provides well illustrated theory with exhaustive fully solved examples for learning. This is followed

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