

## Shortlist announced: UKLA Academic Book Award

Publishers submitted an unprecedented number of books for the prestigious UKLA Academic Book Award. The panel- teachers, consultants, librarians and HE tutors- discussed a strong field of entries from a range of academic publishers. After much debate, seven titles were chosen for the shortlist. Subjects range from dialogic talk to diversity, from critical thinking through picture books to teaching Caribbean poetry, and from new literacies around the globe to building communities of readers and looking back at research into literacy over many years. All evidence a passion for the teaching of English, all make distinctive contributions to the field. The final panel has a difficult task ahead!

The winner will be announced during the UKLA International Conference to be held at the College for Leadership, Nottingham July 10-12<sup>th</sup>

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<b><i>Teaching Caribbean Poetry:</i></b>  <b>Beverley Bryan &amp; Morag Styles</b>  Routledge	<i>A must for all teachers and lecturers as it not only supports the teaching of Caribbean poetry but could also provide essential support for the teaching of any poetry. The distinctive geographical and cultural focus explores specific aspects of Caribbean language and history in an engaging, inspiring and astonishingly informative way. This book is the culmination of cross-cultural research from universities in Cambridge and the West Indies and as a result there is an undeniable authenticity to the voices of the contributors</i>
<b><i>New Literacies around the Globe: Policy and Pedagogy:</i></b>  <b>Edited by Cathy Burnett, Julia Davies, Guy Merchant &amp; Jennifer Rowsell</b>  Routledge	<i>This is an enthralling and stimulating text which not only explores the notion of what it means to be literate but also helps the reader understand the issues surrounding globalization and literacy. The text examines the creation of new literacies and looks critically at how these depend on the geographical hierarchy and our own understanding of local and global. Based on up to date, relevant and cutting edge research, this text should certainly be a must read for any educator interested in literacy practices.</i>
<b><i>Learning to be Literate:</i></b>  <b>Margaret M Clark</b>  Glendale Education Birmingham	<i>Margaret Clark's studies over half a century, collected in this book, provide vital illumination for classroom teachers and those who steer the processes of education. A keen knowledge of how written and spoken English work is brought together with close observation of children in their homes and schools to show the centrality of meaning-making to the process of learning to read and write.</i>
<b><i>Building Communities of Engaged Readers: Reading for pleasure:</i></b>  <b>Teresa Cremin, Marilyn Mottram, Fiona M Collins, Sacha Powell &amp; Kimberley</b>	<i>"Building Communities of Engaged Readers" not only invites teachers to examine their own reading lives but also asks the question 'what are children reading and how frequently?' Each chapter considers reading for pleasure a core professional responsibility and leaves us in no doubt about its importance in teachers' and children's lives.</i>

<b>Safford</b> Routledge	
<b><i>You, Me &amp; Diversity:</i></b> <b>Anne M. Dolan</b> IOE Press	<i>This accessible, thoughtfully written, well researched book asks teachers to be reflective about their own cross -cultural understandings .It makes a distinctive contribution by providing an excellent bridge between educationalists who know and use or want to use picture books in literacy and educationalists who work in intercultural education.</i>
<b><i>Better than Best Practice: Developing teaching and learning through dialogue:</i></b> <b>Adam Lefstein and Julia Snell</b> Routledge	<i>The development of the important but challenging area of dialogic teaching in classrooms is supported creatively and originally in this book. Whilst recognising the complexity of teaching and the tensions schools have to contend with, it provides materials for CPD set within a rigorous theoretical and research background.</i>
<b><i>Developing Children's Critical Thinking through Picturebooks:</i></b> <b>Mary Roche</b> Routledge	<i>The voices of children and teachers, richly engaged with picturebooks, resound enthrallingly from this enthusiastic, thoughtful and superbly well-informed account of productive classroom practice.</i>

## Notes for Editors

This award now takes place every year. Calls for submission for 2016 will be on-line September 2015

This award is presented for recently published academic text about the teaching of English for teachers, students, consultants or HE tutors. The panel looks for books that make a lasting, significant contribution to the teaching of English.

Specifically, the award is given to a text which fulfils many of the following **criteria**:

The text:

- makes a distinctive contribution to literacy education
- inspires the teaching of literacy
- is based on sound literacy research
- will be a lasting and rich resource for teachers, teacher educators and students
- encourages teachers, teacher educators and students to be reflective, innovative and creative

- is accessibly written
- can be for any/all key stages from early years to KS5
- is relevant to classroom practice
- In addition edited collections have a clear editorial voice

Details of past winners are on-line at: [www.ukla.org](http://www.ukla.org)

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