

ABOUT THE AUTHORS



Jill Nottingham's background is in teaching, leadership and consultancy. She has been a teacher and leader in kindergartens and schools in some of the more socially deprived areas of North East England. During that time, she developed many approaches to teaching children how to learn that are still being used in schools and taught in universities today.

Jill has also trained with Edward de Bono at the University of Malta, and has studied for a Master's degree in Education with the University of Newcastle.

Jill now leads Challenging Learning's pre-school and primary school consultancy. She has written many of the Challenging Learning teaching materials, has edited the others, and is currently writing three books for schools and two books for pre-schools. In amongst this she finds time to be the mother of three gorgeous children!



James Nottingham is co-founder and director of Challenging Learning, a group of companies with 30 employees in six countries. His passion is in transforming the most up-to-date research into strategies that really work in the classroom. He is regarded by many as one of the most engaging, thought-provoking and inspirational speakers in education.

His first book, *Challenging Learning*, was published in 2010 and has received widespread critical acclaim. Since then, he has written six books for teachers, leaders, support staff and parents. These books share the best research and practice connected with learning, dialogue, feedback, the Learning Pit, early years education and growth mindset.

Before training to be a teacher, James worked on a pig farm, in the chemical industry, for the American Red Cross, and as a teaching assistant in a school for deaf children. At university, he gained a first-class honours degree in Education (a major turnaround after having failed miserably at school). He then worked as a teacher and leader in primary and secondary schools in the UK before co-founding an award-winning, multi-million-pound regeneration project supporting education, public and voluntary organisations across North East England.

Skolvärlden (Swedish Teaching Union) describes James as 'one of the most talked about names in the world of school development' and the *Observer* newspaper in the UK listed him among the Future 500 – a 'definitive list of the UK's most forward-thinking and brightest innovators'.



Mark Bollom is a writer and consultant with Challenging Learning. He has a background in primary, secondary, tertiary and special needs education. He has worked for Challenging Learning since 2015 and has contributed to the company's extensive bank of Learning Challenge resources. Mark's role also supports and develops the wider writing team within the company.

In addition, Mark also works as a Challenging Learning consultant in schools, colleges and city-wide municipalities, promoting stronger learning through the long-term project work the company undertakes. As part of this work he monitors the effectiveness and impact of the resources that Challenging Learning produces, trialling and observing these in action.

ABOUT THE CONTRIBUTORS



Joanne Nugent is a Product Resource Developer and part of the Product Development team at Challenging Learning where she enjoys writing and editing many of their classroom resources. She is passionate about creating resources that engage and challenge students, enabling them to realise their potential and develop a love of learning.

Joanne's background is in teaching, leading and consultancy, working with young people across the 11–18 age group. Her work has featured in many national and international publications, including the highly successful *Thinking through History* resource book.



Lorna Pringle is a Product Resource Developer at Challenging Learning, working on creating stimulating resources to enhance classroom practice. Lorna is a highly successful teacher of English at secondary level who has over 15 years' experience of teaching, including in schools and colleges, teaching adult education and working with children with special educational needs.

She currently splits her time between working for Challenging Learning and teaching children unable to be schooled in mainstream schools.