

Editorial style sheet

Please follow these guidelines carefully in order to ensure that your manuscript is published on schedule.

Final manuscript

- Use double line spacing and 12-point font size throughout.
- Leave a margin of at least an inch (2.5 cm).
- Number pages consecutively through the manuscript.
- Do not justify text (i.e. leave right margin ragged).
- Do not embed diagrams or scanned images within the text. Supply each artwork as a separate file.
- Keep a back-up copy of the final electronic version.
- Files may be supplied as Word documents on disk, via email, or by online file transfer.
- Label disks clearly.

Headings and sub-headings

- Headings must be clearly differentiated by size to show the level of the heading or sub-heading.
- There is never a full stop after a heading.
- Do not number headings and sub-headings.
- Only capitalize the initial letter of the heading.

Figures

- If possible, supply figures in an editable form (i.e. in Word, Excel, Powerpoint, etc.). This will make it easier for us to amend any typographical or formatting errors.
- Do not embed figures in the text or in any word document. Save each one in a separate editable file.
- If the figure is from another publication, copyright permissions must be obtained. Please discuss any permission requirements with the publisher.
- Number sequentially, i.e. 1, 2 ..3, etc.
- Indicate in the text where you would like the figures to go and provide a caption for the figure.
- Refer to the figures by number
- Do not use colour or shading for figures because they will not print successfully. Use patterns such as cross-hatching instead.
- Ensure that spellings and capital letters are consistent within the text. Use essential capitals only.

Tables

- Save all tables as separate files and indicate in the text where you would like them to go.
- Provide a title for your table.
- Place the table number and heading above the table. Any notes and sources should go below
- Number tables by chapter, as for figures, above.
- Keep table layout as simple as possible. Vertical rules are generally not necessary. If your table has many columns it may be advisable to turn it on the page (i.e. make it landscape) though this is less convenient for the reader.

- If the table has notes, use a, b, c, etc. rather than numbers or symbols.
- Check that totals add up correctly and that numerals align. All decimal points should be preceded by a number (use zero if necessary).

Photographs

- You may give us digital photos or original analogue photos. Digital photos should be high-resolution (300 dpi or more) and at least as large as you intend them to be in your book.
- Preferred file types are .jpg or .tif. Please provide image files only; do not embed your images in a word document.
- Please indicate on the manuscript where you would like photos to go, and provide photo credits and captions in the manuscript.
- Please note that images taken from websites are seldom suitable for printing because the resolution is too low.
- Please note that all photographs will be published in greyscale (shaded black and white), unless the publisher has specifically agreed otherwise.

Writing style

- Avoid passive voice: 'the cat was swung by the boy'. Always use *active* voice: 'the boy threw the ball'.
- Avoid using ampersands (&): always use 'and'.

Punctuation Full stop

- in lower-case abbreviations: i.e., e.g., a.m., p.m.
- NOT in upper-case abbreviations: USA, UK, MA, PhD
- NOT in contractions: Mr, Mrs, Dr
- NOT in measurements: km, per cent
- Use a single (not double) space between sentences.

Apostrophe

in possessives of common or proper nouns: the dog's nose, the cat's paws, Mr Smith's house; also in plurals: the dogs' noses, the cats' paws, the Smiths' house. The same for nouns ending in 's': Dickens's cat, Brahms's mouse/the Dickenses' cat, the Brahmses' mouse.

- NOT for plurals: the Joneses, MPs, LEAs
- NOT in dates: the 1970s
- NOT in possessive *pronouns*: yours, ours, theirs, its

Hyphen [-] and en-dash [–]

- Use a hyphen when two words form a compound adjective: middle-class families; 20th-century art.
- Use an en-dash when two distinct elements are balanced or opposed, not combined: north–south divide; Labour–Liberal alliance, cost–benefit analysis.
- Use spaced en-dashes in pairs as parentheses: 'He thought – not for the first time – that he should go.'
- Use en-dashes in ranges of dates or numbers, e.g. 265–6, 1939–45, May–December.

Comma

- For the IOE Press imprint, in lists of three or more items, include a comma before the final 'and'.
- For Trentham Books, do not include a comma before the final 'and' in a list.

Semicolons and colons

- A semicolon should be used to separate items in a complicated list (i.e. if the items in the list have internal commas or very long descriptions), or to separate two related but grammatically independent clauses.
- Never put an 'and' after a semicolon unless it is before the final item in a list.
- Use semicolons sparingly.
- Colons should primarily be used to introduce block quotations or lists.

Parentheses (brackets)

- If a complete sentence appears in brackets, the full stop should be inside the brackets, e.g. 'James walked to work. (It was a Wednesday, so he had more time.)'
- Do not use punctuation marks before brackets.

Italics and inverted commas

- All non-English words should be in italics, unless they have fallen into common usage. Check the Oxford Dictionary for guidance.
- Titles of books and journals should be italicized and not in inverted commas. Articles from journals and other periodicals, poem titles, and song titles should be in single inverted commas and not italicized.
- Avoid using inverted commas around your own words or terms you consider problematic. Use them only for the words of others which you are quoting.
- Avoid overuse of italics for new terms or just for emphasis. You may use italics when coining a new term, but stop using them after you have introduced the term
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Spelling

Use:

- | | |
|----------------------|-----------------|
| • focused | • antiracist |
| • biased | • multicultural |
| • acknowledgement(s) | • headteacher |
| • judgement | • antisemitism |

Most '-ize' endings in English derive from the Greek verb form *-izo* (-ιζο) and are thus spelled with a z. The major group of exceptions are words that derive instead from the Latin roots *-cis* (cut), *-mis* (send), *-vis* (see), and *-pris* (take), e.g. circumcise, surmise, televise, surprise.

Check these easily misspelt words:

- precede, *but* supersede
- practice, licence (noun)
- practise, license (verb)
- dependant (noun)
- dependent (adjective)
- principal (chief)
- principle (rule)

Capitalization

Keep the use of capitals to a minimum. Use lower case for: government, church, state, etc. unless a specific one is named, e.g. the Labour Government.

Acronyms and abbreviations

- If you use acronyms and abbreviations, please make sure you define them fully on their first use, and then use them consistently throughout the text (i.e. do not revert to the full name).
- If you are using a lot of abbreviations in the text, it may be a good idea to provide a list of abbreviations, but you should still define them in text at first use.
- When referring to the Institute of Education, please always write **Institute of Education, University of London (IOE)** on the first mention, and then use the abbreviation IOE thereafter. Please note it is IOE, not IoE.
- The abbreviations BAME and BME (Black and Minority Ethnic) are not used.

That/which

Use 'that' to introduce defining clauses, and 'which' non-defining, e.g. 'The book that's on the table is the one I mean', but 'The book, which had gold lettering on the spine, was lying on the table'. Note that 'which' in this context is usually preceded by a comma; 'that' is not.

Numbers Use words:

- at the beginning of a sentence
- for numbers up to and including ten.

Use figures:

- for percentages, e.g. '23 per cent' (use the percentage sign in tables)
- for ages, e.g. 'Children at 5 and 6 years ...'
- before abbreviations, e.g. 5 kg
- If there are numbers both below and above ten and referring to the same thing in the same sentence.

Pairs of numbers should be elided. Thus 265–266 would become 265–6. Note that number and date ranges are separated by an en-dash, not a hyphen. However, note that 'teens' should not be elided: 16–17, 112–13, etc.

Dates should be in the form day, month, year, e.g. 2 January 1995

Lists

- Short lists can be run in within the text as numbered items: (1) the first item; (2) the second item; (3) the third item.
- Longer lists can be indented with a space before and after the list and numbers or bullet points for each item.
- If a bulleted list forms part of a sentence, do not place punctuation after each point, except at the end of the list.
- If each item in a bulleted or numbered list is an independent sentence, be sure to use full stops at the end of each item.

Quotations and copyright

- Short quotations of 40 words or less can be run into the text. Use single quotation marks (double quotation marks should only be used for quotes within quotes). Terminal punctuation should only be within the quotation marks if it is part of the original quote. If part of the contextualizing sentence, it should be outside.
- If a quotation is being used as part of your own sentence, please make sure it flows grammatically. If necessary, use square brackets to insert necessary words such as [and].

- Square brackets can also be used when clarification is needed in, for example, transcribed speech. For example, 'I thought he [the teacher] was just being kind'.
- Longer quotations should be indented, with a line space above and below and no quotation marks. Do not italicise block quotations. The source should be placed below the quotation, on the next line and aligned with the right-hand margin.
- Three dots (i.e. an ellipsis ...) with a space on either side indicate where material has been omitted from a quotation. Do not place brackets around ellipses. You don't need to use them at the beginning or end of a quote.
- All quotations must be accurate, including punctuation. Double check them against the original before submitting final text.

Copyright permissions

Please refer to the copyright and permissions information on the IOE Press web pages about applying for permission to use extracts and illustrations (including figures, tables and photographs) that have previously been published elsewhere.

References In the text:

- Cite by name, date and page: (Smith, 1994: 33).
- If citing the same book two or more times in a row, after the first reference you can use *ibid.*, followed by the page number: (*ibid.*; 33).
- For three or more authors use *et al.*
- Do not use the ampersand – write 'and' in full.
- If there are two publications with the same author/s and year, use a, b etc., e.g. (Smith, 1994a).
- References should be after the closing quotation mark but before the full stop.
- After block quotations, put the source underneath, on a separate line, and aligned to the right of the page.

In the list of references:

- Give the names (surname and initials) for all authors – do not use *et al.*
- List works by the same author chronologically, the earliest first.
- Where an author has several entries, use a double dash instead of their name in subsequent entries.
- Use (ed.) for one editor; (eds) for two ('eds' does not have a full stop).
- Follow the examples below for style and punctuation (please note especially the use of capitals, italics, and punctuation).
- Online references should be to specific articles or pages on a website, not just to a top-level domain.
- It is important to include the date you accessed online material because it may have been updated or changed subsequently.

Journal articles

Fenwick, T. and Sanders, S. (2012) 'Educating out prejudice: Focusing on homophobia and transphobia'. *Race Equality Teaching*, 30 (2), 15–18.

Chapters

Mortimore, P. and Sammons, P. (1997) 'Endpiece: a welcome and a riposte to critics'. In J. White and M. Barber (eds), *Perspectives on School Effectiveness and School Improvement*. London: Institute of Education, 234–46.

Books

Walsh, P. (1993) *Education and Meaning: Philosophy in practice*. London: Cassell.
— (1997) *Another Book by the Same Author*. London: Institute of Education.

Web pages

Bell, B. (2006) *Biographical Note*. Online. www.passiflora.co.uk/biog_first.html (accessed 5 December 2007). Note that the initial 'http://' should *only* be included if the address does *not* contain 'www.' No address should omit both *http:// and www.*

Conference papers

Spragg, T. (2003) 'Schools and society: an ongoing debate'. Paper presented at the Annual Schools Research Conference, Oxford, January.

Unpublished theses

James, B.M. (2001) 'Marginalisation, demography and 14–16 peer group autonomy: from the other side of the tracks'. Unpublished PhD thesis