

succinctly analysed and explained by the authors. This approach perhaps lends itself to an easier and smoother transition in applying understanding of the academic extracts to a teaching and learning approach in the classroom. The extracts also give the reader very clear direction into further investigation of the chapter topic areas, should they wish.

What has proved particularly significant to me from reading this publication is its consideration of the concept of professional knowledge for a teacher and the lack of pedagogy perhaps being a part of that. This is clearly a fundamental area in the progression of effective teaching and learning, but is all too often overlooked by the practising teacher. There is plenty in this book to challenge, motivate and encourage the use of this pedagogy. Importantly, the book also provides the tools to experiment and apply concepts (that will progress teaching and learning) in the classroom for the discerning educator. However, it is not only useful for trainee or practising teachers. For those involved in the mentoring and training of teachers, there is much to assist in these processes, and the book will prove a very practical tool in encouraging reading and understanding of theory and pedagogy from students. It also offers a very clear framework for the development of initial teacher training courses.

This book covers many significant areas needed in developing (and reflecting on) a teacher's expertise in their relevant learning space. It is easy to read and follow, but also challenges ways of thinking, and the impact of one's approach to learning and teaching in the classroom. This makes it ideal for the novice and beginning teacher. It provides some very useful and focused reflective exercises throughout each chapter. There is also a clear opportunity to further reading through the academic extracts used. The chapters are clearly laid out and I appreciate the way they are structured 'as a lesson' with clear learning objectives that are linked to the professional QTS standards. A teacher should be reflective in their approach and should encourage their pupils to be reflective in their learning. This book provides an excellent opportunity to consider how and why, while also providing some ammunition to improve the teaching and learning that takes place in the classroom.

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Coaching and mentoring: theory and practice

Bob Garvey, Paul Stokes and David Meggison
London: Sage, 2009
ISBN 978-1-412-91217-4

If you want to think outside the proverbial box about coaching and mentoring and are looking for a current, comprehensive text on the subject spiced with that all-important critical edge, then this is a must for your bookshelf. Described as providing 'a detailed, critical and contemporary understanding of this burgeoning field', this book is long overdue and presents an excellent, thoroughly up-to-date, critical and theoretical framework researched by scholars in the field.

The authors all have extensive experience and research profiles in this area of expertise. Professor Robert Garvey, former editor of the *International Journal of Mentoring and Coaching*, and Paul Stokes, Senior Lecturer, are based at Sheffield Hallam University where David Meggison is a visiting Professor. A United States perspective is provided by Dr Dawn Chandler in chapter 14.

At first glance the title, *Coaching and mentoring: theory and practice*, falls short on the wow factor, but it belies the very positive, thought-provoking content within. Whether you are an initial teacher training student or trainee, a qualified teacher embarking on mentoring for the first time or a very experienced mentor, this book will lead you to the all-important bigger picture, answer some of the questions you have always wanted answered and provoke, as all good research should, the all-important questioning of the issues. In particular, it examines the continuing debate about the similarities and differences between coaching and mentoring practices and highlights new research in this area.

The content is clearly structured into four parts comprising 15 chapters. The first chapter begins with a brief journey through the history of mentoring showing how the meanings associated with the use of the words 'coaching' and 'mentoring' have subtly altered over time and are frequently used interchangeably. Chapter 2 moves on to a thorough critique and survey of coaching and mentoring practice and provides a useful and

current list of coaching articles. The authors are honest in their appraisal of the research method used and very clear about the criteria for selection from the plethora of research articles available on coaching and mentoring research.

As well as challenging the reader to question some long-held assumptions about the values embedded in the mentoring and coaching process, the most important, and unique, feature of this book is the extensive research carried out in a variety of contexts in both the private and public sector. This ranges from mentoring schemes within the police force to sports coaching and e-mentoring. The focus on a variety of case studies gives the reader the opportunity to examine how the theoretical perspectives are translated into practical action in the different settings. In chapter 7, Garvey et al. stress the importance of seeing coaching and mentoring schemes as human systems operating within organisations and societies, where the key concept and relevance of the power relationship needs to be considered. A set of questions is provided at the end of each chapter, prompting the reader to raise plenty more of their own.

Although originally written for people on continuing professional development courses and postgraduate students, this book is useful for all teachers whether considering taking on the role of coaching and mentoring or not. It will provide some insight into the complex and often difficult and challenging role of the coach and/or mentor, but more important is the immensely positive and often overlooked professional and personal development that results from taking on such a role. This is thoroughly considered and critically analysed here. The outcomes of this research should prove to be a catalyst for examining the impact on coaching and mentoring in schools of imposing a competence-based model imported from industry to assess initial teacher education, as measured through a set of generic professional standards.

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