

I would recommend this book particularly to those who are at the beginning of doctoral study, to help establish good habits from the start, but the practical advice and reassuring tone make it a useful read for research students at any stage.

Caroline Brennan  
University of East London

---

### **The learning mentor manual**

Stephanie George  
London: Sage, 2010  
ISBN 978-1-412-94773-2

Although this book initially appears to be aimed exclusively at learning mentors, it is a great resource for all in education and is specifically aimed at school leaders and class teachers as well as learning mentors. It was written to encourage schools to take a more formal approach to mentoring and will suit those aspiring to take an active role in this process. Well laid out, the book's logical and clear structure is definitely one of its strengths. Each chapter follows the same format, beginning by outlining the intentions and context of the material to follow possible activities, and ending with a synopsis of key points, further reading and a list of downloadable materials.

This book offers a wide range of topics that will guide any professional involved in a mentoring programme. Firstly the scene is set for mentors and the book then goes on to discuss the skills needed to be a successful mentor. Separate chapters are devoted to how to work with external agencies and sustaining successful mentoring provision.

The resources that this publication provides are undoubtedly its key feature. There are numerous photocopyable or downloadable resources and, alongside these, lots of 'thinking prompts' to encourage reflective practice. These 'thinking prompts' and resources can be used by mentors as a tool for training other professionals or with pupils as part of a mentoring programme. Materials include those for tracking purposes, action plans and examples of letters to send home to parents. The case studies that this book provides will also be invaluable when considering the 'what ifs' that one may encounter when just starting out as a learning mentor, offering guidance on how to deal with a range of situations.

*The learning mentor manual* is exactly that, an accessible, invaluable text for all those involved in this very important process.

Sarah Meredith  
University of East London

---

### **Achieving QTS: meeting the professional standards framework. Secondary education reflective reader**

Martin Fautley and Jonathan Savage  
Exeter: Learning Matters Ltd, 2010  
ISBN 1-844454-73-0

This book is aimed predominantly at beginning teachers, but will also be very useful to practising teachers wishing to re-explore useful pedagogy and advice for reflective guidance and success in their classroom. Martin Fautley is a Professor of Education at Birmingham City University, and Jonathan Savage is a Reader in Education at the Institute of Education, Manchester Metropolitan University. Both have authored numerous publications designed to assist teachers with the diverse theoretical and practical approaches they can adopt to improve learning within their classroom.

There is a logical flow to the content of this book. The chapters are structured around three key themes: starting teaching, developing a teacher identity and considering subject and pedagogy; developing the teaching; and future teaching practice. Each theme spans three separate chapters, allowing for a full and comprehensive development of the topics considered.

Within each chapter, many challenges for the novice teacher in developing their practice are clearly presented. There is also considerable allowance for the more experienced teacher to either revisit theory and pedagogy, and place concepts they use in the classroom with the theorists who develop and write about them; or re-galvanise their teaching and learning approach with theories and pedagogy that can be applied (with relative ease) in their lessons. A wide range of academic extracts from many different educational writers and theorists is used, allowing for a balanced approach to reading and the development of reflective understanding. These readings are clearly and

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.

David Wells  
University of East London

### **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