

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