

**Book review of *Successful Induction for New Teachers: A Guide for NQTs & Induction Tutors, Coordinators, and Mentors* (2007).**

By: [Stephanie Kurtt](#)

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**Abstract:**

Even on the best of days, teaching is a demanding profession that requires countless hours in and outside of the classroom to meet the educational needs of increasingly diverse student populations. Most teachers arrive to work at least an hour early, work an exhaustive schedule filled with endless instructional challenges of the classroom and the systemic environment of school, and remain long after the doors have been locked to prepare for the next day in which they will do this routine all over again. Into this difficult yet immensely rewarding work the teaching profession across the globe sends our beginning teachers into the fray.

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**Article:**

Even on the best of days, teaching is a demanding profession that requires countless hours in and outside of the classroom to meet the educational needs of increasingly diverse student populations. Most teachers arrive to work at least an hour early, work an exhaustive schedule filled with endless instructional challenges of the classroom and the systemic environment of school, and remain long after the doors have been locked to prepare for the next day in which they will do this routine all over again. Into this difficult yet immensely rewarding work the teaching profession across the globe sends our beginning teachers into the fray.

While there is always the hope that a university or college teacher education program has prepared them for the content knowledge they need to impart to their students and the day-to-day responsibilities of a teacher, it is not until these novice professionals enter their own classrooms that the real test begins. Enter the important work of induction, the support and mentoring that all beginning teachers, or Newly Qualified Teachers (NQT) as described in the UK, that will

sustain, encourage, enhance, and develop the new teacher to reach her maximum potential. Many professional development experts have tackled finding the most effective ways to provide induction support for new teachers. Sara Bubb, in her book *Successful induction for new teachers: a guide for NQTs & induction tutors, coordinators, and mentors* (2007), has hit the mark in providing new teachers, practicing teachers, and administrators an honest and straight-to-the-crux approach to ensuring success for these new professionals.

Bubb provides excellent mentoring and strategies for both the new teacher to follow as well those who will be providing the induction support. Her text is divided into chapters that pertain either specifically to the NQT or to those who support beginning teachers – the mentors, induction tutors or coordinators. She begins her text with a chapter devoted to the NQTs themselves, full of helpful information on how to take care of oneself in the stressful profession of teaching along with advice on managing time and difficult people.

What is extremely helpful about this information being in one book is that each group can become familiar with expectations, strategies for success, and general information about the teaching profession and the induction experience. Bubb demystifies a process that for many must seem a bureaucratic nightmare. Yet she is able to break down the induction process into an explanation of easily understood professional development experiences along with straightforward and to-the-point information. What makes her book particularly meaningful are the numerous insights, in the form of direct quotes, from NQTs as well as induction personnel. She uses these comments to make her point concerning the strategy or mentoring practice she is presenting. For example, in the second chapter of the text she describes what induction is and how it should work in the UK. The mystery of this is represented in the comment from the NQT: 'I have just realized for the first time that if you fail, you are never allowed to teach again. I don't think this is made very clear to enough people, which is outrageous' (20). The individual comments should give administrators and those responsible for beginning teachers going through the induction process pause, and offer an opportunity for reflection on one's own practice in assisting a beginning teacher to be successful during the induction period.

The third chapter of the text is dedicated to professional teaching standards and implications for NQTs in meeting specifications to successfully complete the induction period. Not only are the standards for NQTs addressed, but Bubb also discusses standards to which mentors and induction support personnel should be held accountable. Following chapters address the three key components of induction, which are support, monitoring, and assessment. Bubb provides excellent examples of how to analyze an NQT's needs and to help him or her set a professional objective and provide a plan to meet that objective. She also provides advice on how to assist struggling NQTs.

The persistent problem of the methods-to-practice gap is complex and the chapter on professional development offers numerous strategies and suggestions for providing NQTs and mentors activities that bring into play the relationship between beginning teachers and induction personnel. The chapter on observation and the importance of constructive feedback to NQTs offers explicit advice on how to set up, complete, and effectively use information gathered during an observation to improve an NQT's teaching performance.

The chapter on assessment is an important one as this is how NQTs know that they have been successful during the induction period. Bubb describes how the NQT assessment system works so that both beginning teachers, mentors and induction coaches will have clear expectations of the outcomes of the assessment process.

Bubb's final chapter shares with the NQT and induction personnel on what happens as beginning teachers transition from a successful induction period. The importance of self-reflection and meaningful ways to work within the real world of classroom practice is stressed.

In addition to the thorough and complete information on induction and mentoring and support for NQTs, Bubb's text offers an appendix with sample templates to help with developing an action plan, observations, professional meeting reviews, and monitoring progress toward meeting professional standards. Overall, the teacher preparation profession in the UK should find this a fine example of what should be done to support NQTs and make a place for this text in all professional development libraries. As Bubb clearly states, the failure rate is tiny compared to the high numbers of teachers who have passed induction. But what if those who did not pass, and their mentors, had had the benefit of the strategies that Bubb has shared with the profession? The teaching professional can learn much from the insights provided in *Successful induction for new teachers: a guide for NQTs & induction tutors, coordinators, and mentors*.