

students and practitioners, i.e. focusing more on practice and service implications.

For example, the first chapter presents a specific interview schedule, but also debates interesting points on the history of biological psychiatry and role of drugs in treatment (attributes or properties?). The discussion of the meaning of medication on clients adds a systemic perspective, which includes social workers and other professionals. Subsequent chapters explore young people's and adults' subjective experiences, although there is overlap between some of the topics. The ethical dilemmas facing professionals are particularly important, although the messages are somewhat constrained by presenting them through one particular study. The final two chapters discuss informed consent and choice of treatment, including alternative/complementary practices.

Overall, the topic would be of interest to social work practitioners and other non-mental health professionals, but the actual text should be judged as a collection of papers more of value for those conducting related research and seeking reference material.

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Effective Supply Teaching: Behaviour Management, Classroom Discipline and Colleague Support by Bill Rogers. London: Chapman Publishing, 2003. ISBN 0-7619-4228-9 pbk. £15.99. 124 pp.

This book brings together two key issues in education: classroom management, and the work of supply teachers. Classroom management is, of course, a long-standing concern for beginning and indeed many experienced teachers. Estimates put the number of supply teachers in the UK at about 19,000, costing of the order of £600 million, and in some schools as many as one-quarter of all lessons are cover lessons.

As one would expect from Bill Rogers, given his experience as a teacher, consultant, speaker and author, this book is highly readable, with many interesting and useful anecdotes to illustrate the points he makes. Also, the book includes much useful advice on classroom management. This needs, however, to be qualified in two respects. It is not significantly different to advice available elsewhere, not least in Rogers's previous books. In addition, some advice is suspect in the extreme: 'never simply snatch a pair of scissors!' (p. 86) must surely be disregarded if one child is about to poke out the eye of another.

Where the book really falls down, in my view, is the implicit assumption

that supply teachers have much the same needs, and that supply teaching varies relatively little from situation to situation. The reality is very different to this: people become supply teachers for a whole variety of reasons, both positive and negative, and with a huge variety of experience, from those unqualified to early retired heads. Over and above this, I suggest three key questions which need to be addressed if one is going to be offering help and advice to supply teachers on classroom management issues.

First, *how long do supply teachers stay at any one school?* Some supply teaching is done on a single-day basis. Other possibilities include longer periods in a single school on a full-time basis, and repeated visits to the same school on an *ad hoc* basis. Some supply teachers are more or less permanent fixtures in schools in which they were formerly permanent members of staff. Realistically, what schools can expect of supply teachers, and what supply teachers can expect of the children in their classes, is going to vary hugely according to the above: presenting scripts on what one might say in different situations without considering this is, I suggest, somewhat naive.

Second, *is the supply in primary or secondary?* Rogers takes examples from both sectors, with some regard for the difference in age, but very little for the fundamental differences in organization between the two. So, for example, one might reasonably consider that if one has a single day working in a primary school, spending half an hour setting out expectations at the beginning could be time well spent. It is clearly very different if one has only 50 minutes with any one class, which is likely to be the case in secondary schools.

Third, *in terms of classroom management, what are the differences between the needs of supply and permanent teachers?* For regular supply teachers to the same school, one might reasonably answer: very little. Supply teachers working on a day-to-day basis are constantly meeting new classes which, I would suggest, is different quantitatively, but not qualitatively, to the experience of permanent teachers, who themselves will be new at some stage, and meeting new classes on an annual basis. Pretty much all the advice Rogers gives could equally well be given to trainee, newly qualified or experienced teachers: it is not obvious to me what purpose is served by a book supposedly addressing the needs of supply teachers specifically.

I would want to suggest, then, that supply teachers would be better reading a general text on classroom management, combined with the following. Get hold of the staff handbook or information for supply teachers: if it doesn't exist, don't go back the following day. In working with the children, balance high expectations with a realistic assessment as to what can be achieved in the amount of time you have available; do not fight unwinnable battles, particularly with classes who have had a long succession of supply teachers. And, irrespective of what you are told

beforehand, have ready 'stand-alone' lessons you can use if the promised work doesn't appear.

Advice to senior members of staff can be summarized as follows. Ensure that you have available a staff handbook for supply teachers, along with information including a site map, disciplinary procedures etc. And ensure that supply teachers feel valued so that, if you want them to return, they want to do so too.

This book may be worth reading for its own sake, but it falls well short of what it is trying to do.

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