

Editorial

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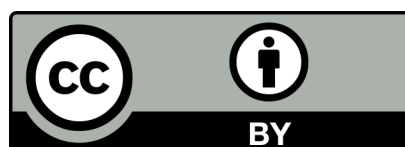
Volume 9.2 of EPRaP focusses on books and we hope you will find something stimulating in the reviews that follow.

Many of the books selected relate to issues of inclusion, engagement, and social justice. Dr Matt Dady-Leonard (EPRaP Reviews Editor and Educational Psychologist in London Borough of Bexley) took on *Pride & Progress: Making Schools LGBT+ Inclusive Spaces*, by Adam Brett and Jo Brassington. Matt felt this book “adds to a small but growing body of literature trying to highlight what can happen when schools are inclusive spaces”. Similarly, Rachael John (Trainee Educational Psychologist UEL) read *Researching Equality and Social Justice: A Guide for Education Students (1st Edition)*, by Helena Gillespie. She felt that this is an “urgent reminder that understanding issues of social justice and equality can help towards making positive change within education. Her book serves as a valuable reference point for anyone interested in research within education.”

Engagement was central for Dr Christina Manktelow (Educational Psychologist Somerset County Council) when reviewing *Partnership with Parents in Early Childhood Today*, by Philippa Thompson and Helen Simmons. She concludes that “the true uniqueness of this book is that it goes deeper than simply addressing the need to ‘work in partnership with parents/carers’ but moves to amplifying the voices of those who have not been included in previous writing and are almost certainly not included in policy.” Similarly, Hannah Flowers-Smith (Trainee Educational Psychologist UEL) reviewed *A Little Guide for Teachers: Engaging with Parents and Carers*, by Emma Kell and Clemmie Stewart. Hannah empathises with those working in schools that “it can seem almost impossible to find time to meaningfully connect with the community we serve. This guide provides a range of practical ideas for how to make the time to do so, with creative solutions to work efficiently around the demands of the school day so that positive relationships with parents are developed and sustained through authentic and empathetic collaboration.” Rachel Gellett and Emily Sadana (Parent Coaches with Hackney Learning Trust) spend their professional lives supporting parents and carers. Both are currently undertaking research to qualify for Chartered Coaching Psychologist status with the British Psychological Society and engaged with books

exploring research and coaching practice. Rachel reviewed *An Introduction to qualitative research* by Uwe Flick. She found it to be “a fantastic tool in any researcher’s toolbox, and perhaps of particular interest to trainee psychologists who are in the process of designing their thesis project.” Emily reviewed *The Complete Handbook of Coaching (4th Edition)* edited by Elaine Cox, Tatiana Bachkirova and David Clutterbuck and felt that it “provokes thought and insight on how one might use coaching techniques when working within an educational setting.”

Victoria Thomson (Trainee Educational Psychologists at UEL) selected *Diary of a Young Naturalist* by Dara McAnulty. This picks up on the important topic of climate change and involving children and young people in discussions and decision-making. She suggests that “person-centred approaches to accessing the voice of the child could ensure young people are meaningfully involved in climate-related discussions and decisions; and our role as advocates of children’s rights could protect their right to express themselves about climate-related matters.” Finally, Pippa aged 10 read *I Like Being Me: A Child’s Guide to Self-Worth* by Poppy O’Neil. Her conclusion was that “This book will give you the confidence to be yourself and be proud of who you are!” A great aspiration for us all. Thanks Pippa!



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