

## Book Review

### What Do New Teachers Need to Know?: A Roadmap to Expertise

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**Foster, P. (2023). What do new teachers need to know?: A roadmap to expertise. Routledge. <https://doi.org/10.4324/9781003281306>**

The book, *What Do New Teachers Need to Know—A Roadmap to Expertise* written by Peter Foster, offers a thorough exploration of the fundamental knowledge needed by new teachers, providing them with guidance through a complex process that will eventually lead to them to become good teachers. With subject matters being divided into six parts, the book addresses an important aspect of teaching proficiency through a thorough framework that covers several processes new teachers need to undergo in order to achieve teaching competence.

Part 1 acknowledges the limitations of the book while highlighting the value of coaching connections for novice instructors. In this part, teachers are encouraged to combine theoretical and practical knowledge to create conceptual frameworks that serve as the basis for teaching strategies. In order to be empowered, teachers need to engage in problem-solving, create mental models, and actively participate in their own development. Teachers should be equipped with the means to successfully solve problems if they understand the interaction of knowledge and practice, particularly in the areas of subjects, pedagogy, and behavior, thus increasing their chances for professional growth.

Part 2 attempts to engage teachers in deep understanding, requiring committing knowledge to memory and reducing cognitive load. Teaching is challenging due to the vast amount of information. Therefore, teachers need to learn to manage workload, seek support, and practice retrieval methods explored in the book. Teachers automate processes by observing, practicing, and refining behaviors, while simultaneously intertwining pedagogy and subject knowledge. This part of the book also promotes how teachers improve and learn, with a focus also being placed on active engagement in training and with an emphasis on participation over passivity.

In Part 3, the book's content highlights how teachers foster wide-ranging knowledge, with an emphasis on the necessity to lay out clear teaching strategies. From classrooms to consequences, and from planning to policy, building a strong foundation of solid behavior is the goal. Effective behavior management involves crafting schedules and normal practices while understanding and consistently applying the adopted strategies. While these strategies do not eliminate all issues new teachers have to encounter in their line of work, they can be utilized as a proactive and responsive approach to handling classroom behavior.

Part 4 addresses the understanding of the intricacies of education, including critical evaluation of evidence and insightful preparation. Teachers should address patterns, take on evidence-based practices, and perceive that evidence does not necessarily respond to all questions they have but it still gives essential direction they need. Furthermore, cognitive load theory adds depth to teaching, emphasizing breaking down content and expanding student independence. Pedagogy, shaped by evidence, highlights the importance of the impact of learning on long-term memory and underlies the fact that classroom activities are intermediaries for learning. Effective teaching requests integration and utilization of such strategies as retrieval and practice with care, ensuring enduring learning results.

Part 5 explores how effective teaching requires a dynamic evolution of subject knowledge. While initial learning experiences are essential, immediate improvements stem from understanding the curriculum's narrative and planning lessons effectively. The key lies in translating complex concepts into clear, comprehensible tasks, focusing on the process of learning over time. This approach enriches students' experiences, emphasizing depth and practical application in the classroom.

Lastly, in Part 6, the book stresses that adapting to students' understanding is pivotal. Having subject knowledge and teaching strategies is not adequate; understanding students' real-time needs and addressing misinterpretations are imperative. Effective teaching involves being responsive to changes beyond simple assessments. In addition, teachers need to keep in mind that learning unfolds continuously, so making assumptions about future understanding can be unreliable. Finally, teachers should concentrate on reinforcing concepts and freeing themselves from time constraints within lessons. Most importantly, they should make sure that their students genuinely comprehend what they are trying to impart to them.

This book is a significant contribution to education, seamlessly blending theory with practical applications. Its depth and structured format offer a comprehensive learning experience for novice teachers. In fact, this book can be seen as a guiding beacon, compelling teachers to explore the intricacies of their profession and leading novice teachers along the path of professional development to eventually become expert teachers. For those willing to delve into its content, the book promises improved teaching skills and a profound understanding of the art and science of the teaching profession. Both novice and experienced educators will similarly find this book a valuable companion on their journey to pedagogical excellence.

### **About the Author**

Sholihatul Hamidah Daulay is an English lecturer at Universitas Islam Negeri Sumatera Utara, Medan, Indonesia. Her research interests are linguistics, sociolinguistics, and language education. She publishes her articles in Scopus-indexed journals, national-accredited journals, and some international proceedings.

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