I must think that this book shows many parallels between the work of Critical Friends Groups and the Carnegie Academy for the Scholarship of Teaching and Learning (CASTL) because of the tremendous amount of post-it notes and underlining that was evident as I traveled. As a group of teachers and inquirers, we need to create the needed research and produce the literature of our own work.

Hatch illuminates some of the pitfalls of teachers doing research, “the fact that the demands of teaching must take precedence over the demands of research makes it particularly difficult for teachers to maintain a focus on a particular issue or question. For teachers, the object of study is like a moving target that refuses to stay long enough to get a careful look…” (p. 18). Hatch continuar throughout the work describing the successes and challenges that faced the teachers participating in the program. The book brings the teachers to life, using their writings, until their voices are heard loud and clear.

The conclusions that Hatch presents as a target and speak to the trials that I go through in maintaining my own work with CFGs. He states in one conclusion, “the current working conditions for teachers fail to provide adequate time and rewards for the careful examination of teaching and learning, but they also underscore how much can be done even under adverse conditions.” He continued, “what might be possible if we had a system of education that … embraced the idea that teachers’ expertise can be a critical resource in reshaping classroom practice and improving schools” (p. 101).

I recommend this book to anyone in a CFG, working to develop CFGs, or interested in changing teaching and learning systems for the good of our students.