Reviews

Social Work, Critical Reflection and the Learning Organization
Edited by Nick Gould and Mark Baldwin
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Perhaps one of the first books to address the issue of understanding, developing and sustaining learning on an organizational level. This volume offers the reader a range of perspectives with chapters drawing upon material including case studies, models of practice and current theories. There is a strong emphasis upon the importance of reflective practice within social work organizations and the challenges and implications of sustaining this.

Each chapter is characterised by discussions and observations, which reflect the range of backgrounds of the contributors who come from North America, Australia, Europe and the UK. The differing styles of the contributors offer a variety of perspectives, which encompass specific issues or practice areas with for example, management, supervision, direct practice and learning in multi-disciplinary teams with a thread of service user involvement throughout.

Both experienced professionals and students will find relevant topics in this book and although the contributors draw upon existing theories, such as 'Reflective Practice' and 'Critical Incident Analysis' the authors develop these ideas further incorporating such into the wider concept of organizational learning. There is particular significance for Practice Teaching with links being made from critical incident analysis to assessment and competency frameworks. Managers and experienced practitioners alike will also benefit from chapters, which highlight the threats to promoting learning and chapters, which seek to promote critical reflection within organizations.

This book evidently reinforces the gaining popularity and recognition of reflective practice as one of the core foundations in social work

whilst addressing the value and importance of individual learners in encouraging organizational learning.

In summary, I would consider this volume of contributions to be valuable material for both reference and in addressing practical issues in the context of developing learning at an organization level.

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