

Book Review_Developing High Impact Teaching: An Evidence-Based Guide

Amal Sankar Mukherjee

*Assistant Professor, School of Education, Research Scholar, Department of Education,
Adamas University, Kolkata, India*

Author: Cat Chowdhary

Publisher: Routledge (Taylor & Francis imprint) Taylor & Francis+1

Year of Publication: 2025 (1st edition) Taylor & Francis+1

Pages / Format: 140 pages, with 44 B/W illustrations. Routledge+1

DOI: <https://doi.org/10.4324/9781003482123> Taylor & Francis

eBook ISBN: 9781003482123 Taylor & Francis

BOOK REVIEW

Developing High Impact Teaching: An Evidence-Based Guide, authored by Cat Chowdhary and published by Routledge in 2025, is a timely and commendable contribution to the growing body of literature on evidence-based educational practice. The book, available online through the Taylor & Francis network, bears the DOI 10.4324/9781003482123 and the eBook ISBN 9781003482123, making it readily accessible to educators, researchers, and policy professionals seeking credible and contemporary pedagogical resources.

Cat Chowdhary's *Developing High Impact Teaching: An Evidence-Based Guide* is a succinct yet compelling addition to recent scholarship on pedagogical improvement and teacher professional development. Published by Routledge in 2025 and accessible through the Taylor & Francis online platform, the text aims to bridge the persistent divide between educational research and classroom practice. Chowdhary, a practitioner-researcher with substantial experience in instructional coaching, grounds her work in the contemporary movement toward evidence-based teaching. Her dual identity as both

educator and researcher provides a robust foundation for the book's credibility and practical value.

The book is organized around the central premise that impactful teaching stems from deliberate, research-informed routines rather than sporadic innovation. Chowdhary distills complex pedagogical principles including instructional clarity, cognitive challenge, metacognition, formative assessment, and learner engagement into a set of accessible strategies designed for immediate application. Each chapter adopts a clear structure, beginning with an evidence-based discussion of a specific dimension of teaching and moving toward actionable recommendations. This structure supports the book's intended audience of educators seeking to refine professional practice through reflective and incremental improvements.

A notable strength of the text lies in its accessibility. At 140 pages, the book is concise without being reductive. The author manages to retain academic rigour while avoiding the jargon-heavy discourse that often limits the reach of educational research. The writing style is intentional and uncluttered, making it particularly suitable for novice teachers, teacher educators, and practitioners engaged in school-level professional development. Chowdhary's emphasis on "high-impact routines" underscores the argument that teacher effectiveness is cultivated through consistent, intentional behaviours rather than isolated interventions.

Nevertheless, the book's brevity also presents limitations, particularly from a scholarly perspective. While Chowdhary effectively synthesizes current research on classroom instruction, the text does not engage deeply with broader systemic issues that

significantly influence teaching and learning. Structural challenges such as socio-economic disparities, curriculum rigidity, policy constraints, and infrastructural inequities receive limited consideration. This narrow focus may restrict the book's applicability in diverse or resource-constrained contexts, especially in countries where classroom dynamics are shaped heavily by systemic limitations. Moreover, the absence of sustained empirical case studies may leave some readers wishing for richer qualitative or quantitative evidence to support the strategies presented.

Despite these limitations, *Developing High Impact Teaching* succeeds in its primary objective: to provide an evidence-informed yet highly practical guide for improving everyday instructional practice. Its clear organization, grounded recommendations, and emphasis on reflective teaching align well with current global priorities in teacher professional learning. The text encourages educators to adopt a research-informed mindset, fostering a culture of continual improvement that is both realistic and sustainable within school settings.

In conclusion, Chowdhary's work is a valuable asset to contemporary educational literature and an important resource for teacher preparation and professional development programmes. While it does not offer a comprehensive examination of systemic educational challenges, its focused exploration of classroom-level practices makes it a meaningful contribution to the ongoing dialogue on effective teaching. Its accessibility through an established academic network, complete with DOI and ISBN identifiers, enhances its utility for scholars, practitioners, and institutions alike. The book is well-suited for incorporation into teacher education curricula, professional development initiatives, and scholarly discussions on instructional improvement.