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Mentoring; engaging with heart, mind and soul for the good of the profession
The camera in the classroom: video-recording as a tool for professional development of student teachers

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Concerning collaboration: teachers’ perspectives on working in partnerships to develop teaching practices
Rachel Lofthouse & Ulrike Thomas
Educational, Communication and Language Sciences, Newcastle University, Newcastle upon Tyne NE1 7RU, UK
Published online: 28 Jul 2015.

Mentoring student teachers; a vulnerable workplace learning practice
Rachel Lofthouse and Ulrike Thomas
Research Centre for Learning and Teaching, School of Education, Communication and Language Sciences, Newcastle University, Newcastle, UK

International Journal of Mentoring and Coaching in Education
Emerald Article: Teacher education lesson observation as boundary crossing
Rachel Lofthouse, David Wright
Imagine a chat on the lawn...

Why bother with mentoring in ITTE?
Workplace learning: What is the role of mentoring in initial teacher development?

3 goals of workplace learning

- Ensure teaching is desired goal
- Identify prospective specific career interests
- Gain occupational capacities – learn the skills needed to do the job at entry
- Develop occupational competencies for future professional learning – have the skills needed to keep developing

(after Stephen Billett)
Mentoring: can we go further?

Imagine a chat on the lawn...

Mentoring

Ensure teaching is desired goal
Identify prospective specific career interests

Gain occupational capacities – learn the skills needed to do the job at entry

Develop occupational competencies for future professional learning – have the skills needed to keep developing

What affects the outcomes?

Why bother with mentoring in ITTE?
Dimensions of learning in the workplace

**Practice pedagogies**
appropriate T&L techniques which support workplace learning

**Personal epistemologies**
beliefs and values that the participants bring to learning in the workplace and to their roles

**Practice curriculum**
what and how learning opportunities are offered in the workplace

(after Stephen Billett)
Be ambitions for mentoring

Scaffold, frame & assess professional learning

Promote dialogue & divergence

Enable transformation through boundary crossing
Go back out for a chat ...

What emotions are experienced in mentoring?
This will hurt me more than you...

Safe spaces to learn to be the very best you can be

Solidarity with peers and with learners...

Permission for purposeful creativity

Tension

Fear & anxiety

Imposter syndrome
Mentoring: How do we plan for positive engagement?

Go back out for a chat...

What emotions are experienced in mentoring?

Safe spaces to learn to be the very best you can be

Solidarity with peers and with learners...

Permission for purposeful creativity
Are you part of a virtuous circle of mentoring?
Authenticity
Solidarity
Creativity
Please contact me if you have questions about this session, about the work of CollectivED, or would like to write for our Working Papers

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