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Mentoring; engaging with heart, mind and soul for the good of the profession
Cautionary tales

It is difficult for teachers to engage in interaction [with each other] with sufficient frequency, specificity, and depth to generate new insights into teaching dilemmas or to foster instructional innovation.

Horn & Little (2010)

Judgement mentoring and other threats to realizing the potential of school-based mentoring in teacher education

Andrew J. Hobson
Sheffield Hallam University, Sheffield, UK, and
Angi Malderez
University of Leeds, Leeds, UK
The camera in the classroom: video-recording as a tool for professional development of student teachers

Authors: Rachel Lofthouse and Peter Birmingham

Professional Development in Education
Concerning collaboration: teachers’ perspectives on working in partnerships to develop teaching practices
Rachel Lofthouse & Ulrike Thomas
Education, 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...

Why bother with mentoring in ITTE?

What affects the outcomes?

- 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
Dimensions of learning in the workplace

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

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

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

The practices of tutoring, coaching and mentoring

(after Stephen Billett)
Mentoring as a tool

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...

- Imposter syndrome
- Fear & anxiety
- Tension

- Safe spaces to learn to be the very best you can be
- Permission for purposeful creativity
- Solidarity with peers and with learners...
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

Permission for purposeful creativity

Solidarity with peers and with learners ...
Are you part of a virtuous circle of mentoring?
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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http://www.leedsbeckett.ac.uk/riches/our-research/professional-practice-and-learning/collectived/