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



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What keeps me awake at night

We train teachers up just to break them down

AFTER A recent round of school visits, on which I observed student teachers, I find myself taking stock.

I have been training teachers for more than a decade. I have seen four standards rewritten, designed PGCEs split between professional and master's level, accommodated the changes needed to welcome School Direct and worked with trainees doing university courses. I have interviewed hundreds of prospective student teachers, watched thousands of lessons and developed working relationships with dozens of mentors.

The numbers creep up: quotas filled, placements completed, qualifications awarded and jobs secured. Am I proud? Yes. But my overriding thought is how pleased I am that I don't know the number of teaching posts abandoned by those bright newcomers who have so much to offer. When I go back into schools, people I had hoped would become mentors are often no longer even teaching.

And why is this? Well, we have subverted school visits to provide little assurance rather than support, and the complexity of

chats with distracted mentors as we dash along corridors. Summaries of trainee teachers' progress often extend only to "I hardly see them", "They're doing fine" or "We're still working on the same two targets". I observe lessons from behind a pile of "evidence files", trying to make sense of the context and the practice. I must assess teaching and learning in a snapshot.

And then there's the lesson review: "Let's talk about learning – your pupils' and yours." I try to resist the

People I had
hoped would
become
mentors
are often no
longer even
teaching

inevitable
routine of
ticking off
targets – they
are a poor
substitute for
professional
repertoire.

This system
is so devoid
of passion
and has been

simplified beyond use. We need to work harder at the entrance stage of the profession to ensure that these talented teachers stick around. ●

The writer has worked in teacher education in the UK for more

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.

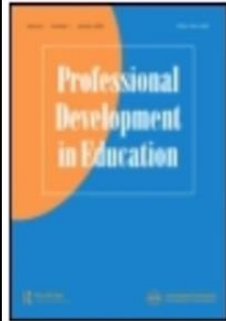
Horn & Little (2010)

Judgementoring 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

Publication details, including instructions for authors and subscription information:

<http://www.tandfonline.com/loi/rjie20>

Concerning collaboration: teachers' perspectives on working in partnerships to develop teaching practices

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^a Education, Communication and Language Sciences, Newcastle University, Newcastle upon Tyne NE1 7RU, UK
Published online: 28 Jul 2015.



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International Journal of Mentoring and Coaching in Education

Emerald Article: Teacher education lesson observation as boundary crossing

Rachel Lofthouse, David Wright



THE PROFESSION 18/19

DEVELOPING PROFESSIONAL KNOWLEDGE, PRACTICE AND BEHAVIOURS FOR YOUR TEACHING CAREER

Mentoring student teachers; a vulnerable workplace learning practice

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*Research Centre for Learning and Teaching, School of Education,
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Mentoring
student
teachers

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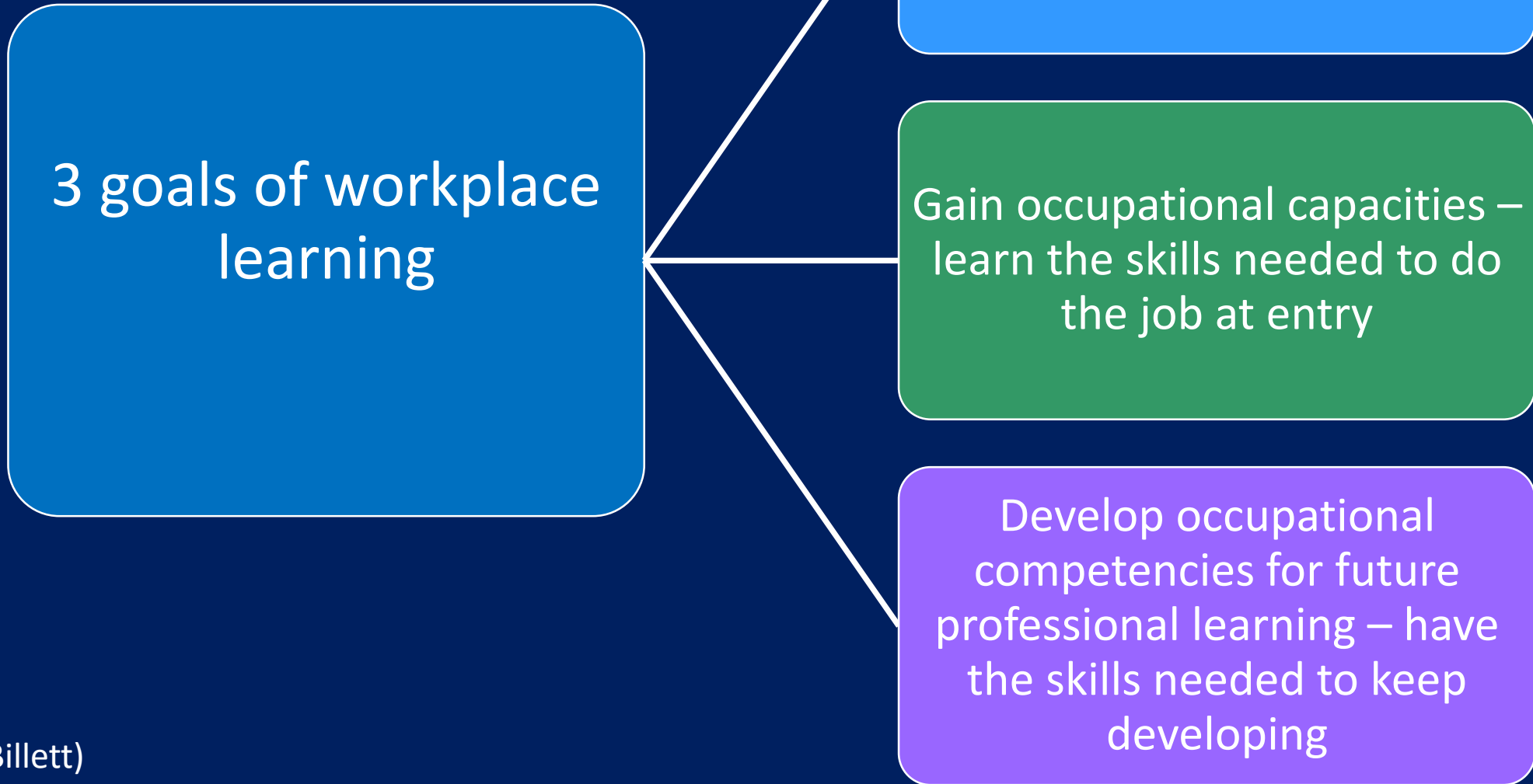
Received 30 March 2014
Revised 24 July 2014
12 August 2014

Imagine a chat on the lawn...



Why bother with mentoring in ITTE?

Workplace learning:
What is the role of mentoring in initial
teacher development?



Mentoring: can we go further?



Mentoring

Ensure teaching is desired goal
Identify prospective specific career interests

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

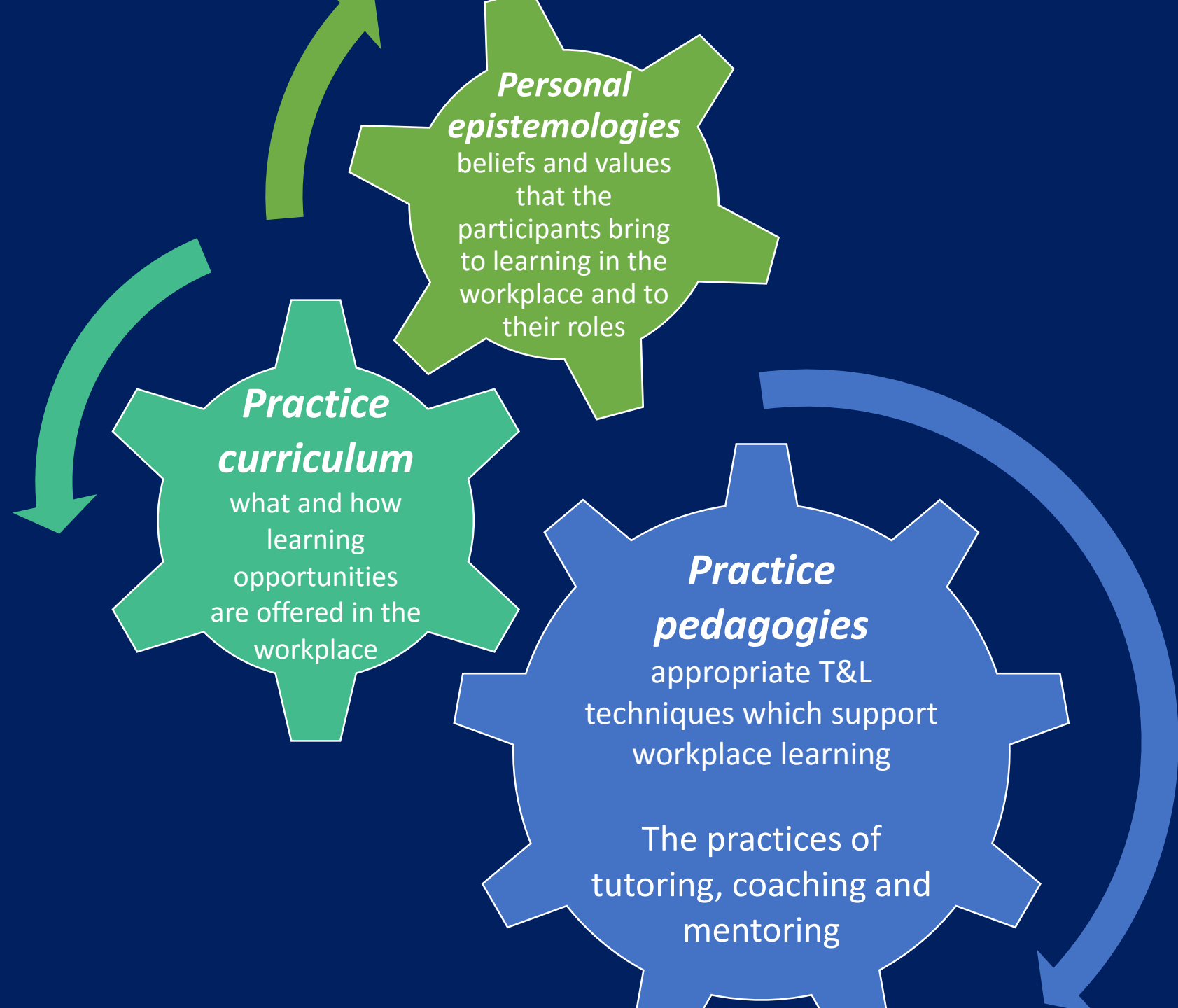
Develop occupational competencies for future professional learning – have the skills needed to keep developing

?

?

What affects the outcomes?

Dimensions of learning in the workplace



Mentoring as a tool

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graph LR; A[Mentoring as a tool] --- B[Scaffold, frame & assess professional learning]; A --- C[Promote dialogue & divergence]; A --- D[Enable transformation through boundary crossing];
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Scaffold, frame & assess professional learning

Promote dialogue & divergence

Enable transformation through boundary crossing

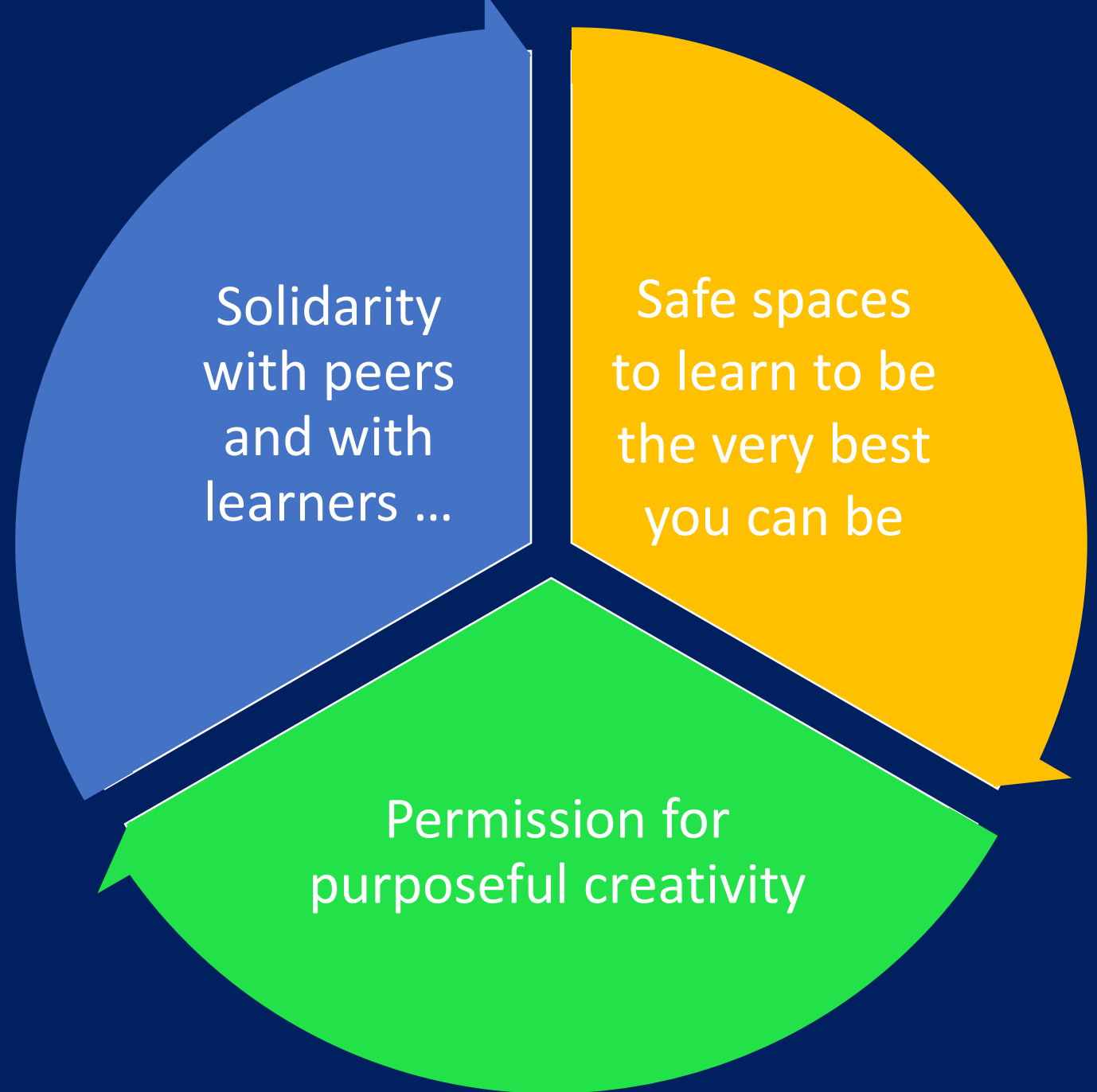
Go back out for a chat ...



What emotions are experienced in mentoring ?



This will hurt me more than you...



Mentoring: How do we plan for positive engagement?



Solidarity
with peers
and with
learners ...

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

Permission for
purposeful
creativity

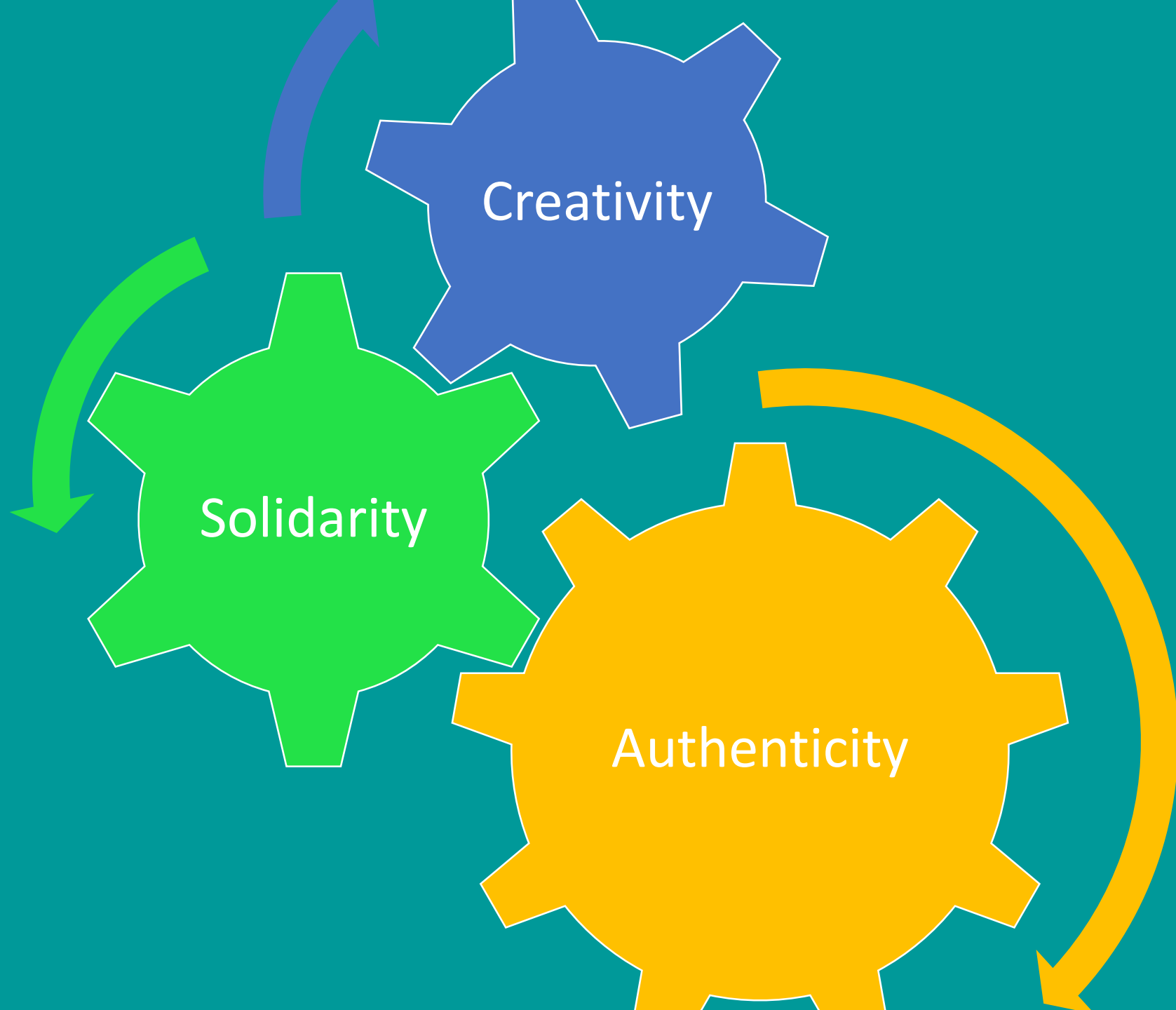


Image sourced at:
<https://mindfulminutes.com/heart-mind-aligning-heart-mind-meditation/>





**Are you part of a
virtuous circle
of mentoring?**



Creativity

Solidarity

Authenticity

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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