

COLLECTIVED WORKING PAPERS COLLATED CONTENTS PAGES

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Issue 1

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Mentors Matter

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Advanced Mentoring

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Paper information	Page	Originally published in issue
Our first working paper is by Rebecca Tickell (Leeds Beckett University) who reflects on the significance of mentoring for student teachers and how through partnership we can start to transform it by design. This is a key consideration of what advanced mentoring for enhanced professional learning outcomes might mean.	4	6
In our second working paper Rachel Lofthouse (Leeds Beckett University) draws on small-scale survey data and a research-informed conceptual model to consider dimensions of mentoring which may support it in forming a foundation for career long professional development and learning.	10	5
Our third working paper is by J.K. Alexander (an EdD student at Glasgow University) who explores the concept of mentoring, and links this to an analysis of power. This paper draws powerfully on both her reflection on experience of mentoring an ITE student and her critical engagement with the literature.	19	5
Our fourth paper is again written by Rachel Lofthouse . This is a think piece working paper based on lessons learned from her research related to both coaching and mentoring. It provides a conceptual framework for collaborative professional conversations.	25	1
In our fifth working paper Kim Gilligan (Sunderland University) considers the concept of Mosaic Mentoring, through which provokes us to think about the role of more than one mentor, acting to support the needs of the student or early career teacher. It offers insights into how mentoring might develop in the future.	27	6
In our final working paper Rachel Lofthouse asks whether coaches and mentors make successful leaders.	32	Special issue for National Coaching Symposium

National Coaching Symposium Special Issue

(Coaching papers by Rachel Lofthouse)

<https://www.leedsbeckett.ac.uk/carnegie-school-of-education/research/working-paper-series/collectived/-/media/6a4e4b47eb0242eeb18ece4fdf8e0911.ashx>

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Moor End Academy Special Issue

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