

CollectivED: THE CENTRE FOR COACHING, MENTORING, SUPERVISION & PROFESSIONAL LEARNING

CONVERSATION PIECES: CollectivED BOOK AND VIDEO CLUB

INFORMED - INTELLIGENT - CONCEPTUAL - DIALOGIC - CONVERSATIONAL


The CollectivED Book and Video Club 'Conversation Pieces' offers an opportunity for informed, intelligent and enlightening conversations. Our guests are members of the CollectivED community whose work offers opportunities for thoughtful, nuanced responses through leadership, professional learning, collaboration and wellbeing in education contexts and beyond.

The 'Conversation Pieces' are not marketing events. Each book or video featured will be the starting point to explore key concepts and provocations, with the privilege of hearing from the authors and video makers themselves.

Each 'Conversation Piece' will start with a conversation between the guest and a small number of invited readers hosted by Professor Rachel Lofthouse. It will conclude with an opportunity for wider dialogue with participants offering further questions or insights. Attendees are invited to read the book but are welcome to join the event based on their interest in the topic.

These events will take place online, and a link to join sent in the lead-up to each event. Bookings can be made through the button at the bottom of the page.

Our next book club events are:

- Haili Hughes 17th Jan - 7.00pm - 8.30pm
[Mentoring in Schools – how to become an expert colleague](#)
 @HughesHaili

BOOK YOUR PLACE NOW

CollectivED: THE CENTRE FOR COACHING, MENTORING, SUPERVISION & PROFESSIONAL LEARNING

CONVERSATION PIECES: CollectivED BOOK AND VIDEO CLUB

INFORMED - INTELLIGENT - CONCEPTUAL - DIALOGIC - CONVERSATIONAL

- Haili Hughes 17th Jan - 7.00pm - 8.30pm

[Mentoring in Schools – how to become an expert colleague](#)

 @HughesHaili

Description

Written by Haili Hughes, *Mentoring in Schools: How to become an expert colleague* is an all-encompassing guide to becoming a valued in-school mentor.

Forewords by Professor Rachel Lofthouse and Reuben Moore.

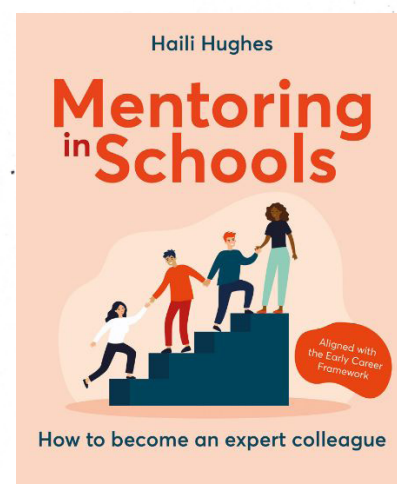
With low early career teacher retention rates and the introduction of the Department for Education's new Early Career Framework, the role of mentor has never been so important in helping to keep teachers secure and happy in the classroom.

Haili Hughes, a former senior leader with years of school mentoring experience, was involved in the consultation phase of the framework's design – and in this book she imparts her wisdom on the subject in an accessible way.

Haili offers busy teachers a practical interpretation of how to work with the Early Career Framework, sharing practical guidance to help them in the vital role of supporting new teachers. She also shares insights from recent trainee teachers, as well as more established voices in education, to provide tried-and-tested transferable tips that can be used straight away.

Each chapter is based on a standard from the framework and begins by exploring the research which underpins the guidance, before then providing a summary of findings from the focus groups which link to the standard discussed. This leads on to a section which draws all the findings together to give practical advice and guidance for activities, reading and strategies that mentors can try with their early career teacher.

Suitable for school-based mentors in primary or secondary settings, as well as those working in initial teacher training provision.



"An excellent guide for mentors, centred around the Early Career Framework, that offers practical guidance on how to effectively support your mentee to make progress across each standard. It provides insights into the associated research, and directs mentors to useful developmental readings."

Natalie Rankin, Associate Professor and Head of Partnerships, University of Roehampton

BOOK YOUR PLACE NOW

CollectivED: THE CENTRE FOR COACHING, MENTORING, SUPERVISION & PROFESSIONAL LEARNING

CONVERSATION PIECES: CollectivED BOOK AND VIDEO CLUB

INFORMED - INTELLIGENT - CONCEPTUAL - DIALOGIC - CONVERSATIONAL





Wed 21st Feb 2024 7-8.30pm

Resistance and relational activism: exploring teacher education at the interstices

Relational activism is a long-term form of activism that utilizes relationships among networks of like-minded individuals, and blurs the distinction between public and private-spheres by using daily behaviours as the locus for social and environmental change (p553)

O'Shaughnessy, S. and Huddart Kennedy, E. 2010. Relational activism: Reimagining Women's Environmental Work As Cultural change, Canadian Journal of Sociology, 35(4)

You are welcome to come along to our first CollectivED Video Club session. During the event we will be joined by

- Dr Lou Mycroft  @LouMycroft
- Dr Richard Holme  @richardjholme
- Dr Kay Sidebottom  @KaySocLearn
- Dr Diana Tremayne  @dianatremayne

Lou, Richard, Kay and Diana will each be in conversation with a CollectivED Fellow. They will explore how their research and practice provides a perspective on teacher education at the interstices as a form of resistance and relational activism.

Prior to the video club discussion you are welcome to watch the video to which they contributed. This was first shared at the BERA 2023 Annual Conference. You can find it here: [BERA Conference 2023 CollectivED Workshop](#)

The video club is open to anyone with an interest in exploring these themes further and time will be given for open discussion and reflection.

BOOK YOUR PLACE NOW