

Carnegie School of Education Working Paper Series

CollectivED

Introduction

The Carnegie School of Education is developing a themed working papers series, which will be published in journal form and as publications online. One of the themes is 'Mentoring and Coaching in Education' and will be linked to CollectivED <http://www.leedsbeckett.ac.uk/riches/ourresearch/professional-practice-and-learning/collectived/>

We hope to publish two working paper journals for each theme per year, but this will be adapted according to submission rates. Contributors to the working paper series will be given Carnegie School of Education Professional Associate status making them eligible to use the Leeds Beckett University library facility (in person or online).

Purpose and audience

The CollectiveEd working papers are intended as an opportunity to connect educational practice, policy and research focusing on coaching, mentoring and related forms of professional development. They are written with a diverse audience in mind: teachers, governors and school leaders, academics and students, members of grassroots organisations, advocates, influencers and policy makers at all levels. We intend that the content and audience is national and international. The working papers will enable a diverse range of informed voices in education to co-exist in each publication, in order to encourage scholarship and debate.

Invitation to contribute and article types

We invite academic staff, research students, teachers, school leaders, and members of the wider education professional practitioner communities to contribute papers. This is chance to share practice, research and insights. All papers submitted should demonstrate criticality, going beyond descriptive accounts, problematizing professional development and learning practices and policy where appropriate and recognising tensions that exist in the realities of educational settings and decision making. The following types of contribution are welcome, and some flexibility will be built in around these:

- **Research working papers:** These might be in the form of summaries of empirical research, case studies, action research or research vignettes. These will normally be about 1500-2000 words in length, and will be fully referenced using Harvard Referencing (included in word count). Please limit the amount of references to those which are absolute necessary to the understanding of the article, and use the most recent references possible. Research papers should include a consideration of the implications for practice and/or policy at an appropriate scale. Research papers should be accompanied by an abstract (max 250 words).
Abstracts should outline the research undertaken, methodology and conclusions drawn.
- **Practice insight working papers:** These will be focused on aspects of relevant professional learning and development practice, and should communicate its particular features, its context and the decision making that shapes it. These will normally be 1000-1500 words in length and should reference policies or research that influence the practice.
- **Think-piece working papers:** These offer opportunities for writers to share opinions, reflections or critiques of relevant professional learning and development practice, research and/or policy. These will normally be 750-1000 words in length. They may include responses to previously published working papers.

Writing style and guidance

In order for the working paper series to be inclusive and become a platform for a range of voices we would expect a range of writing styles. However, we do need to maintain the following writing conventions.

- Papers will be written in English, which should be accessible and clear to a range of readers. □ Text can be broken up with subheadings, bullet points, diagrams and other visuals.
- Papers cannot be submitted anonymously. The names of author(s) should be clearly stated, and where appropriate their educational context should be made clear (secondary teacher, PhD student, education consultant, ITE tutor etc).
- Names of schools, universities and other organisations can be included, and we require authors to confirm that they have consent to do so.
- Children and young people may not be identified by name and every effort should be made to ensure that their identities remain confidential.
- Adults (such as colleagues, and professional or research partners may only be named with their consent), and where appropriate we encourage joint authorship.
- A limited number of images may be submitted with the papers, but please note that we will use discretion when including them according to formatting limitations. Please be clear if the inclusion of an image (such as a diagram or table) is critical to the working paper.
- No submitted photographs of children will be published, although the Carnegie School of Education may select appropriate images from stock photograph libraries.
- While we will not publish papers written as a sales pitch we are happy for papers to be written which engage critically and professionally with resources, programmes, courses or consultancy, and weblinks can be included.
- Each paper should state a corresponding author and include an email address, and or twitter handle.

Submission and review

Papers for consideration for the coaching and mentoring theme should be submitted via email to R.M.Lofthouse@leedsbeckett.ac.uk

They should be submitted as word documents, Arial 11 font, 1.5 line spacing, with subheadings included as appropriate. Each word document should include the title, names of authors, context and affiliations of the authors. Essential images should be embedded in the word document, and discretionary images should be sent as attachments.

Each submission will be reviewed by the working paper series editorial team. Decisions will be made in a timely fashion and any guidance for resubmission will be communicated to the authors.