

Mentor Curriculum 1.1



Mentor Professional Identity & Establishing a Mentor-Trainee Relationship

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11.7.24

Welcome & Introductions

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Content

Overview of the mentor curriculum

The mentor's role: professional identity & values

Mentor knowledge & trainee teachers' development

The mentor-trainee relationship

Effective teaching & Reflective Practice

Mentors Matter!

'inspired me to
strive to become
an excellent
[teacher]'

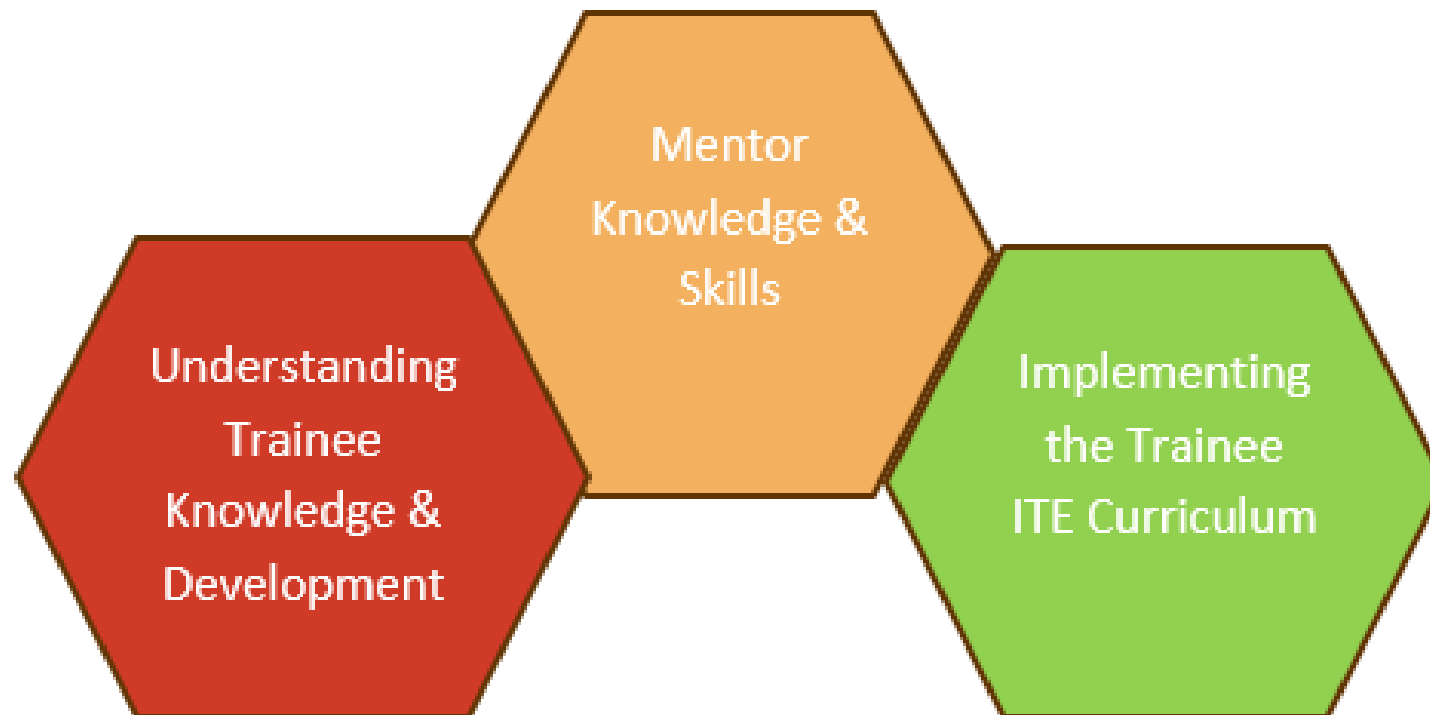
'someone in
my corner'

'constantly been
flexible, adaptive,
attentive, wise,
organised, positive,
reflective and, most of
all, trustworthy'

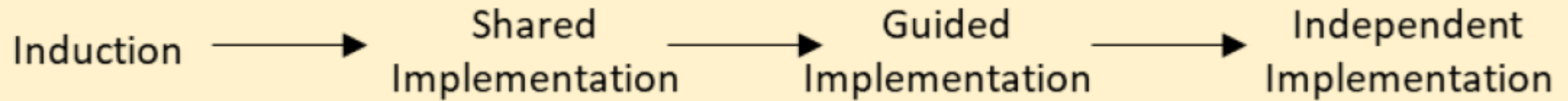
'my
champion'

'a combination of trust,
creative licence, expert
guidance and engagement
with the ITE curriculum'

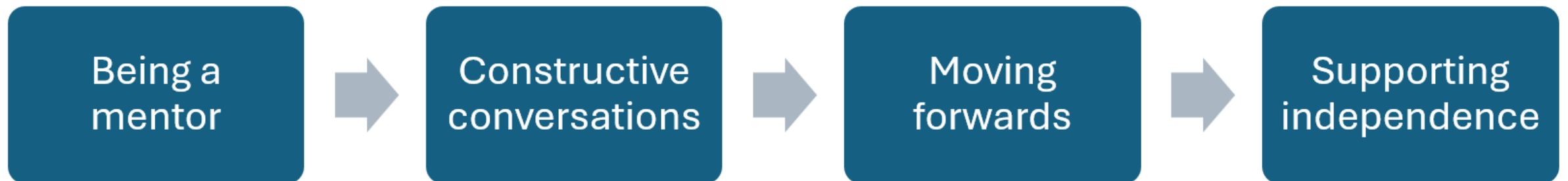
Mentor Curriculum



RPT Curriculum:



Mentor Curriculum:



Mentoring 2021-24	Mentoring 2024-25
New Mentor Training (July and January)	New Mentor Training (for 24-25, every mentor is defined as a ‘new mentor’) (<i>July and January</i>)
Department Induction - Meeting your RPT conversation prompts (optional) (September and February)	Department Induction - Meeting your RPT conversation prompts (<i>September and February</i>)
Introduction video to Induction, Shared, Guided and Independent Implementation modules (optional)	Introduction video to Induction, Shared, Guided and Independent Implementation modules
Subject Mentor Meeting (September and February)	Subject Mentor Meeting (<i>September and February</i>)
	Mentor Knowledge and Skills videos (<i>October, January, March</i>)
Mentor Meetings structured around the Mentor Conversations Guides	Mentor Meetings structured around the Mentor Conversations Guides
Professional Practice Review 1, 2 and 3	Professional Practice Review 1, 2 and 3
Mentor time calculated at 1 hour a week	Mentor time allocated at 1.5 hours a week
	ITTCo conversation with mentors
	Mentor feedback and reflection of the year

Module 1: Being a mentor

Content	Format	Time (approx.)	Date
1.1) Mentor knowledge & Skills: <i>Developing your professional identity as a mentor, establishing mentor-trainee relationships</i>	Hybrid online & in-person	2.5hrs (1.5hrs meeting; 1hr reading/ accessing supporting materials)	11 th July 2024 3.40-5pm
Mentor knowledge <i>audit</i>	Online form, access here .	0.5hrs	Available from 11 th July 2024
1.2) Understanding trainee knowledge & development: <i>Meeting your RPT and being their mentor</i>	Script & materials available via <u>UoR</u> Mentor Hub	As part of timetabled mentor meeting	Early September 2024
1.3) Implementing the ITE curriculum: <i>Induction Stage</i>	Video & mentor handbook	0.5hrs	Early September 2024
1.4) Understanding trainee knowledge & development: <i>Being an RPT mentor in your school</i>	<u>ITTCo</u> (in school)	1hr	Mid-September 2024

2.1) Implementing the ITE curriculum: <i>Shared Stage</i>	Video & mentor handbook	0.5hr	Late September 2024
2.2) Implementing the ITE curriculum: <i>Contextualising your mentoring (phase/subject-specific development)</i>	Live webinar & materials available via <u>UoR</u> Mentor Hub	1.5hrs	3.40-5pm 17th September 2024
2.3) Mentor knowledge & skills: <i>The reflective cycle, teacher knowledge, observation, feedback, and constructive conversations</i>	Video & materials available via <u>UoR</u> Mentor Hub	1.5hr	October 2024
2.4) Understanding trainee knowledge & development: <i>(using the Mentor Conversations</i>	Script available via <u>UoR</u>	As part of timetabled mentor meetings	October – December 2024
2.5) Implementing the ITE curriculum: <i>Professional Practice Review</i>	Hybrid/in-person tutor visit	1hr	November 2024

Module 2: Constructive Conversations & Modelling Practice

Module 3: Moving Forwards

3.1) Implementing the trainee curriculum: <i>Guided Stage</i>	Video & programme handbook	0.5hrs	January 2025
3.2) Mentor knowledge & skills: <i>The Impact Cycle, listening and questioning, facilitating MTP, overcoming-barriers, diversity and equity</i>	Video and materials available via <u>UoR</u> Mentor Hub	1.5hr	January 2025
3.3) Understanding trainee knowledge & development: <i>(using the Mentor Conversations Guide, linked to Mentor Bulletins)</i>	Script available via <u>UoR</u> Mentor Hub	As part of timetabled mentor meetings	January - March 2025
3.4) Understanding trainee knowledge & development: <i>Being an RPT mentor in your school</i>	<u>ITTCo</u> (in school)	1hr	January 2025
3.5) Implementing the ITE curriculum: <i>Professional Practice Reviews</i>	In-person tutor visit	1.5hrs	January 2025

Module 4: Supporting Independence & Specialism

4.1) Contextualising your mentoring (phase/subject-specific development)	Live webinar	1.5hrs	3.40-5pm 11 th March 2025
4.2) Mentor knowledge & skills: <i>Stretching your RPT, reflective mentor practice, supporting RPTs towards ECT</i>	Video and materials available via <u>UoR</u> Mentor Hub	1.5hrs	March 2025
4.3) Implementing the ITE curriculum: <i>Independent Stage</i>	Video & Mentor Handbook	0.5hr	March 2025
4.4) Understanding trainee knowledge & development: <i>(using the Mentor Conversations Guide, linked to Mentor Bulletins)</i>	Script available via <u>UoR</u> Mentor Hub	As part of timetabled mentor meetings	March-June 2025
4.5) Implementing the ITE curriculum: <i>Professional Practice Reviews</i>	In-person tutor visit	1.5hrs	May 2025
4.6) Mentor knowledge & skills: <i>Mentor reflection (500 words)</i>	Written submission via online	0.5hr	June 2025



Professional Identity & Values

What is a mentor?

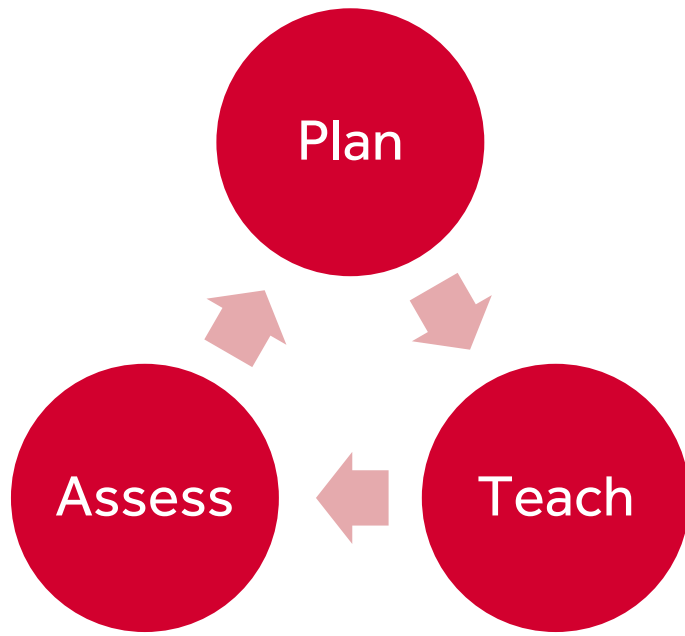
- ... *'off-line help* from one person to another in making **significant transitions** in knowledge, work or thinking' (Megginson & Clutterbuck, 1995, p. 12).
- The mentor's role is part of a **significant professional transition** (i.e. from trainee to qualified teacher) and emphasise the **importance of a positive interpersonal relationship** between mentor and trainee (NFER, 2008; CUREE, 2005)
- *Which can be problematic...*



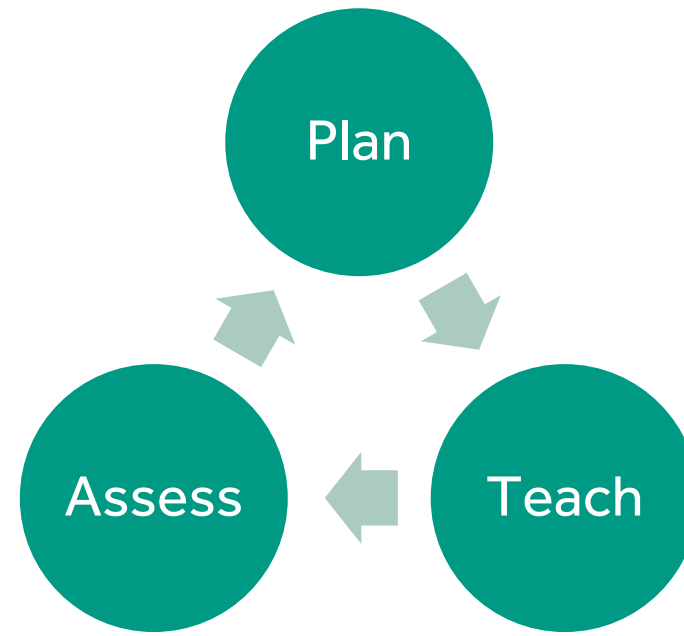
Mentors as...

- 'teachers of teaching' (Grimmett et al, 2018, p. 341)

Mentor's practice



Trainee's practice



- Describe, in one word, the most recent lesson that you taught...



Dr Rachel Roberts
@Runrober



A question for teacher colleagues: have you ever cried at work? Was it in front of anyone? What made you cry?

No, but a mentor on the first day did introduce me to the "crying room" where we can go for a cry if we need to as if it was a fairly common thing...

Yes - never in the staff room but with my line manager and immediate colleagues. I get overwhelmed sometimes and can't help it, then I get cross and it gets worse. It's been held against me once, which wasn't pleasant.

Yup. As an empath sometimes it's inevitable! Also frustration, tiredness, illness, life etc. The job sees people at their very best and at their lowest. I have wonderfully supportive colleagues & SLT so whilst it might take people by surprise (!) it's not seen as weakness.

Yep. Overwhelmed = tears sometimes. I get emotional over kids, I cry in frustration and cry when I'm tired! Mostly privately, occasionally with trusted colleagues. I'm human and have a limit. As HoD always having to be in control/professional sometimes gets too much.

I cried recently at 8am when a child brought in a letter they wrote at home saying sorry for their behaviour recently and that they didn't want to disappoint me 🥺❤️

Mr Grylls



‘Good teaching is charged with positive emotions. It is not just a matter of knowing one’s subject, being efficient, having the correct competences, or learning all the right techniques. Good teachers are not just well-oiled machines. They are emotional, passionate beings who connect with their students and fill their work and their classes with pleasure, creativity, challenge and joy’. (Hargreaves, 1998, p835)

Emotional Labour & Your Identity

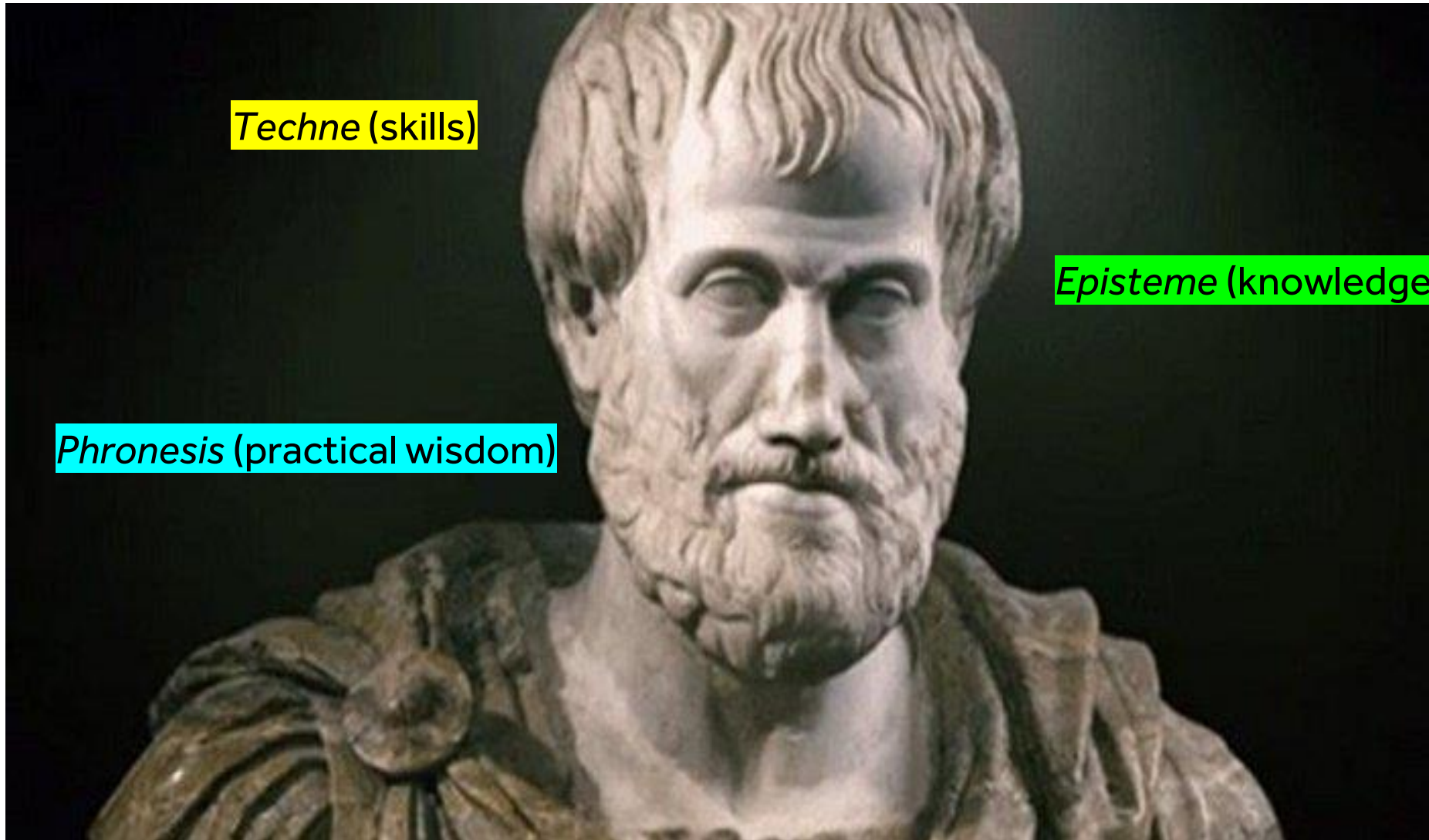
- Teaching involves emotional labour (Hochschild, 2012)
- Training to teach is itself emotional (Yuan & Lee, 2016) – and is intertwined with formation of teacher identity (Nicols, Schutz, Rodger, & Bilica, 2017; Zembylas, 2005).



Facets of the mentor role

- ‘Mentors can fill many roles, including the provision of **practical advice** about careers or a course of study, contributions to professional development, or dissemination of political guidance and strategies’ (Montgomery et al., 2014).
- **role-model** (Anderson & Shannon in Kerry & Mayes, 1995),
- **guide** (Izadinia, 2017),
- **provider of assistance** (Tomlinson, 1995),
- **developer of reflective practice** (Ballantyne, Packer, & Hansford, 1995),
- **emotional supporter** (Marable & Raimondi, 2007).





Effective mentoring

- Knowledge and expertise
 - Time
 - Structure
 - Relationship
 - Dialogue
-
- *Effective mentoring engages with **values** (Montgomery, 2017)*



Mentor Knowledge & Trainee Development

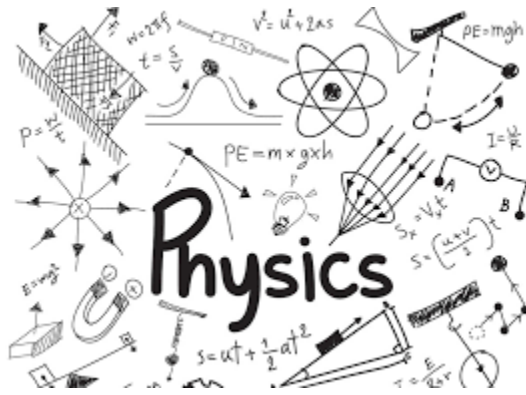
Types of knowledge:

- DECLARATIVE
using words
- PROCEDURAL
through action

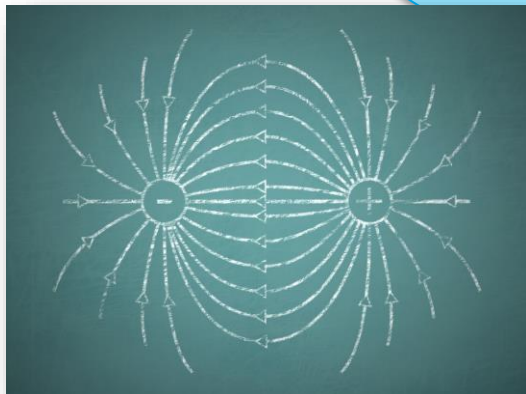
What kind
of
'knowledge'
is teaching?



(Hattie & Yates, 2014)

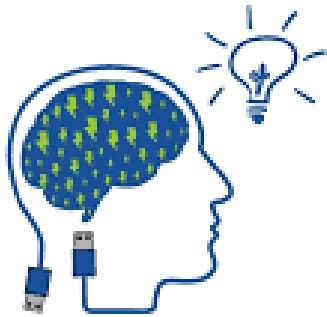


Content Knowledge





BUT: Great content or subject knowledge doesn't equal a great teacher...



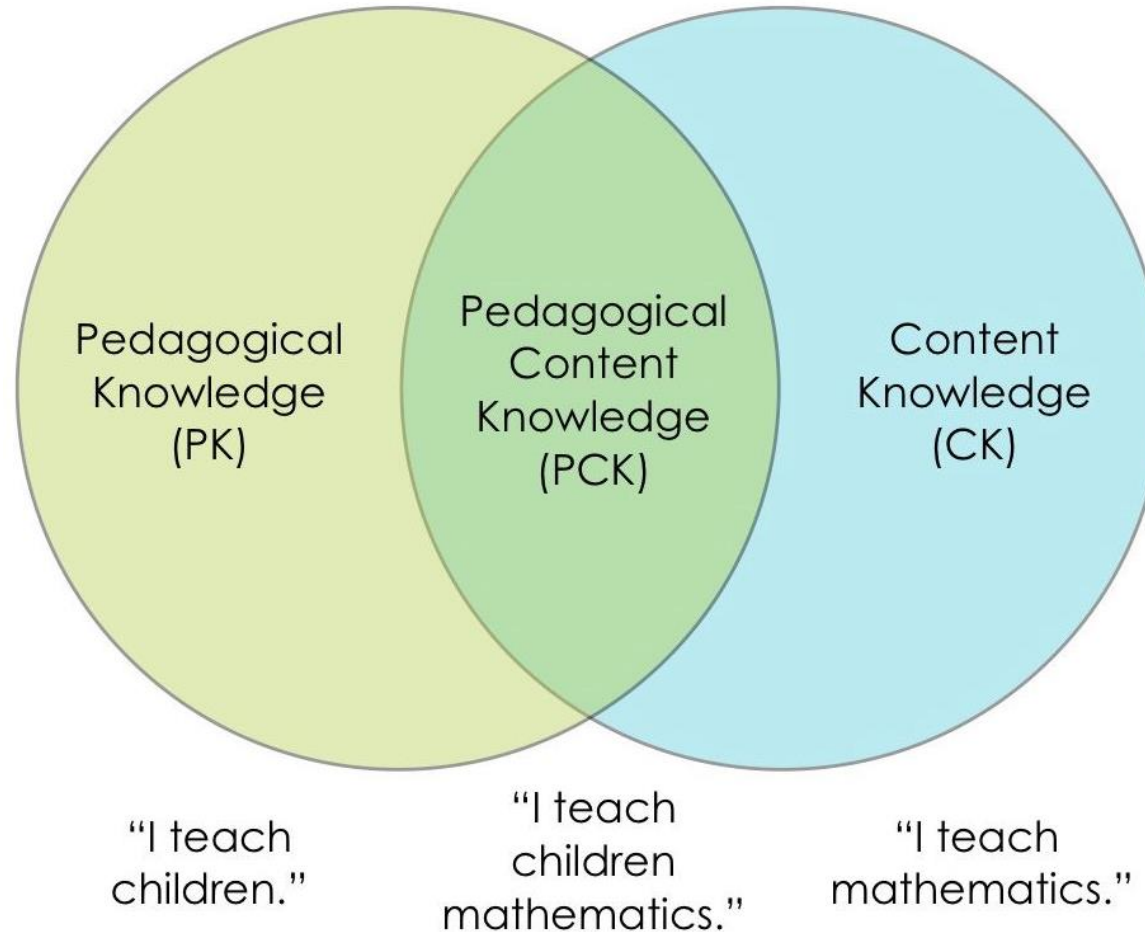
Pedagogical Knowledge





BUT: You are teaching something (knowledge, skills...)

Pedagogical Content Knowledge (PCK)



'The most regularly taught topics in one's subject area, the most useful forms of representation of those ideas, the most powerful analogies, illustrations, examples, explanations, and demonstrations – in a word, the ways of representing and formulating the subject that make it comprehensible to others' (Shulman, 1986, p9)

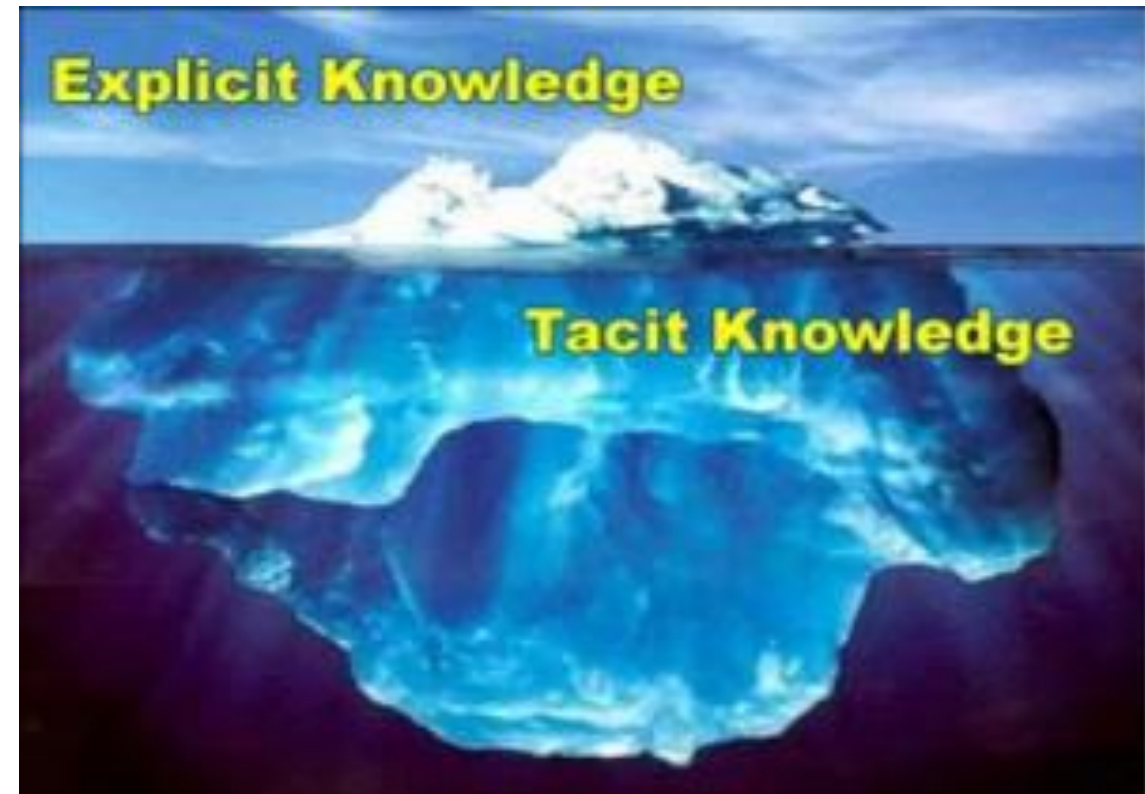
Mentor knowledge

	Teaching context
Content knowledge	Maths/English etc
Pedagogical knowledge	How to teach children – behaviour management, differentiation etc
Pedagogical content knowledge	Ways of representing knowledge, common errors, misconceptions
Contextual knowledge	Curriculum, policy, school environment

(Jones & Straker, 2006: Shulman, 1986)

Tacit knowledge in teaching

- **Problem:** practical knowledge of mentors = *tacit* (Zanting et al, 2003)
- ‘**practical knowledge** is developed or adjusted by **teaching experience** and integrates content knowledge, knowledge about students, the curriculum, the specific teaching situation, and pedagogy’ (p196)



The stages of beginning teachers' development

1. Early idealism
2. Personal survival
3. Dealing with difficulties
4. Hitting a plateau
5. Moving on

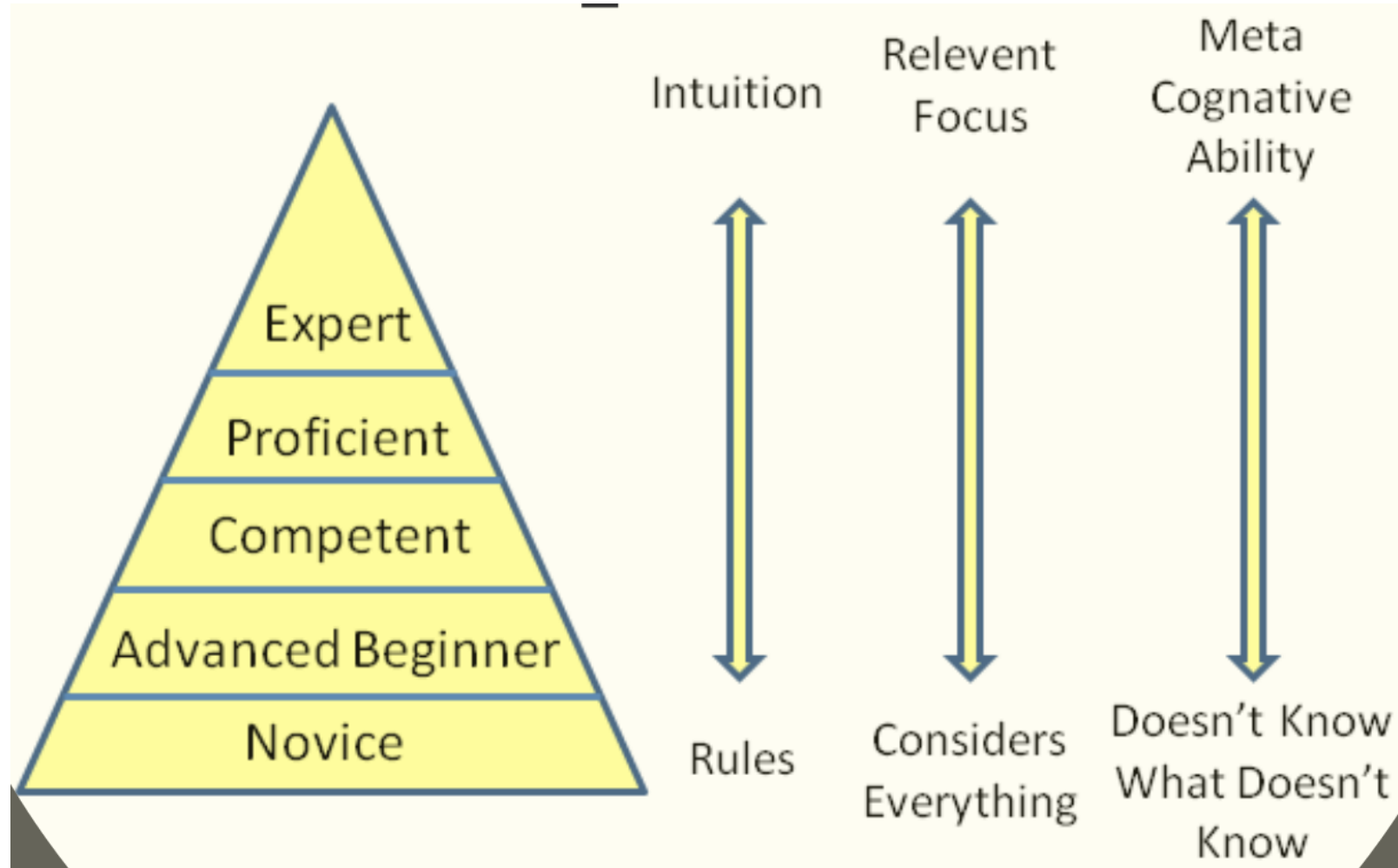
(Furlong & Maynard, 1995)



Student: Why do you have coffee every day? Will you die without it?
Me:



Dreyfus' model of expertise development



What do mentors do?

A 2002 factor analysis of primary science teachers' responses showed five factors:

- System requirements
- Pedagogical knowledge
- Modelling effective teaching
- Feedback
- Personal attributes

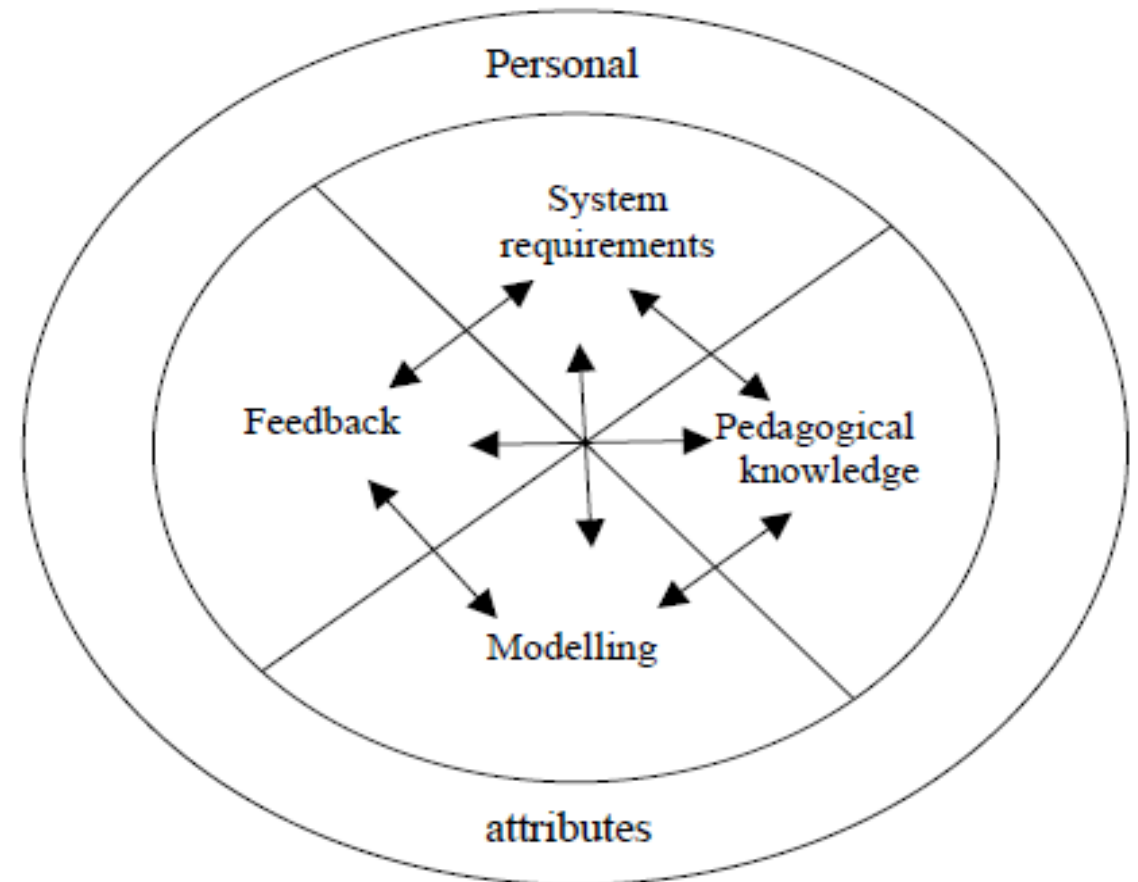


Figure 1. Five-factor model for mentoring

(Hudson, 2007; 2013a, 2013b)

Mentoring and support



Professional support



Pedagogic support



Academic support



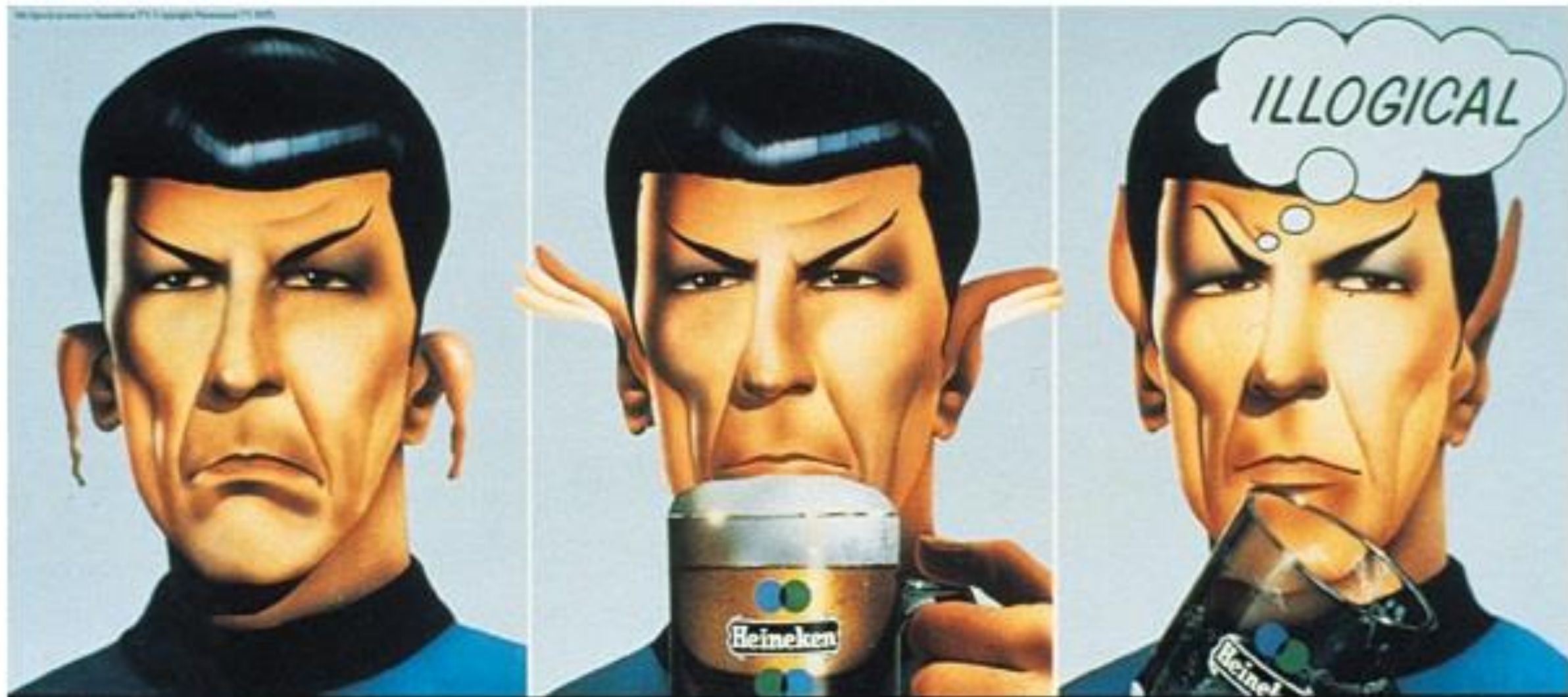
Emotional support
(Roberts, 2019)

THE
FUN BOY THREE
WITH **BANANARAMA.**



IT AINT WHAT YOU DO

FB3

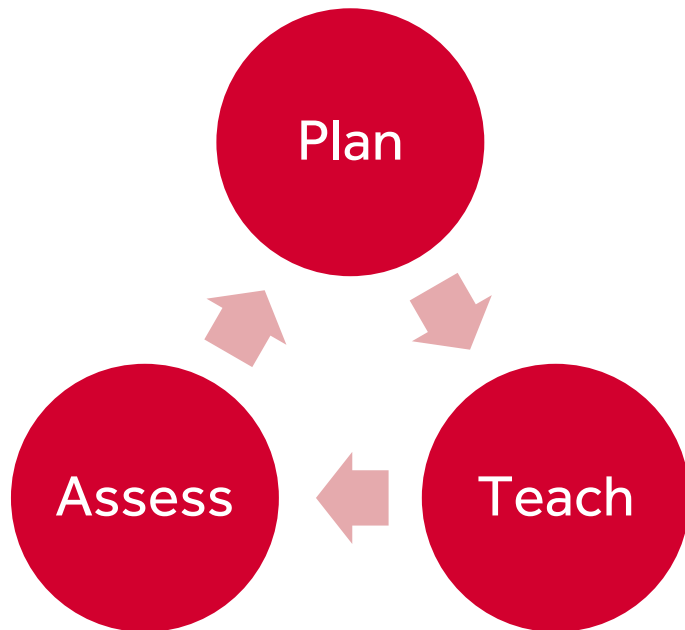


Heineken. Refreshes the parts other beers cannot reach.

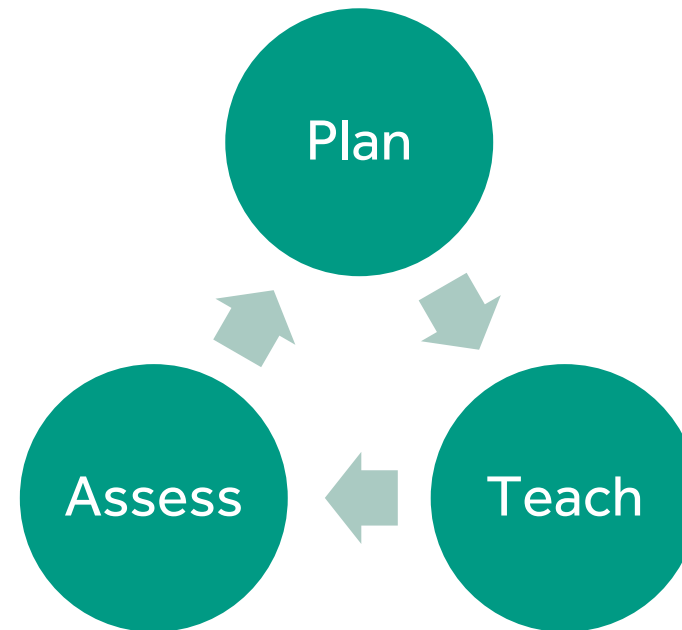
Mentors as...

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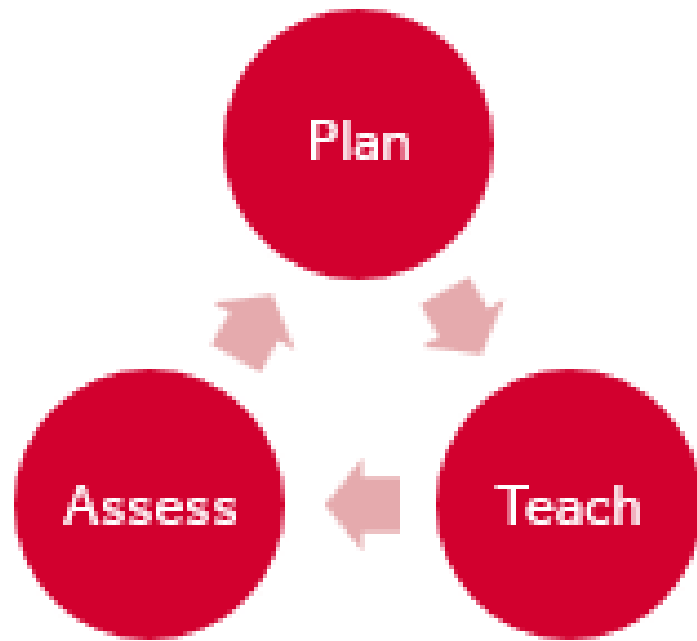
Mentor's practice



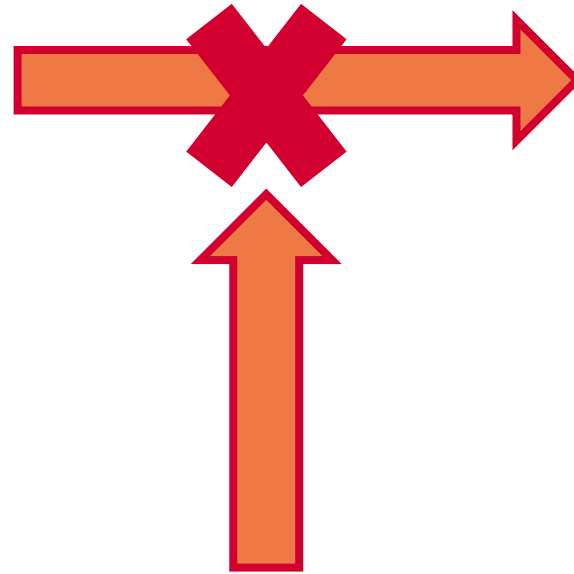
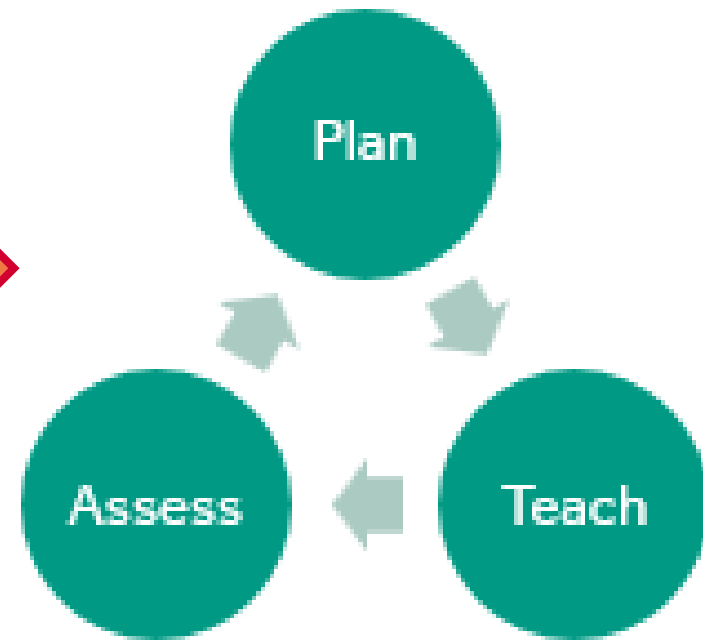
Trainee's practice



Mentor's practice



Trainee's practice



- Research
- Classroom practice
- Reflection
- Context

Developmental Mentoring Model

(Adapted from Clutterbuck
in Golder et al, 2020, p13)

• Coaching

Challenging the beginning teacher's assumptions, being a critical friend and demonstrating how to do something they are having difficulties with

• Counselling

Acting as a sounding-board, being there to listen and offer support.

• Guiding

Giving advice – a balance between giving a beginning teacher the answer and encouraging them to find their own solutions to problems through reflective thinking.

• Networking

Helping a beginning teacher develop resourcefulness, make them aware of the information, resources, people, organisations and more formal repositories of knowledge.



Mentor-Trainee Relationships

All Human beings share some basic similarities

All people want to feel:	Significant	Competent	Likable
All people have some fear of being:	Ignored	Humiliated	Rejected
All people have behavior preferences about:	Inclusion	Control	Openness

The mentor-mentee relationship

- **Central** to the development of the trainee (Hawkey, 1998)
- Provision of **developmental feedback** is pivotal (Hobson, Ashby, Malderez & Tomlinson, 2009; Hudson & Hudson, 2014; Mercardo & Mann, 2015)



Mentor Standards

- **Standard 1 - Personal qualities:** Establish trusting relationships, modelling high standards of practice, and understand how to support a trainee through initial teacher training
- **Standard 2 – Teaching:** Support trainees to develop their teaching practice in order to set high expectations of all pupils and to meet their needs
- **Standard 3 – Professionalism:** Set high expectations and induct the trainee to understand their role and responsibilities as a teacher
- **Standard 4 – Self-development and working in partnership:** Continue to develop their own professional knowledge, skills and understanding and invest time in developing a good working relationship within relevant ITT partnerships. (DfE, 2016)

ESTABLISHING A POSITIVE RELATIONSHIP

- Acknowledge the **power dynamic**
- Begin with **core values**, passions and interests
- **Subject/topic/phase-specific support** (put a list of useful resources together e.g. subject organisations/useful websites/books)
- Create a '**needs analysis**' - this will then be tailored to the specific experience/needs of your RPT
- Demonstrate that you think they are ***significant, competent*** and ***likeable*** (Schutz, 1994)
- **Set boundaries and expectations** – write a mentoring agreement

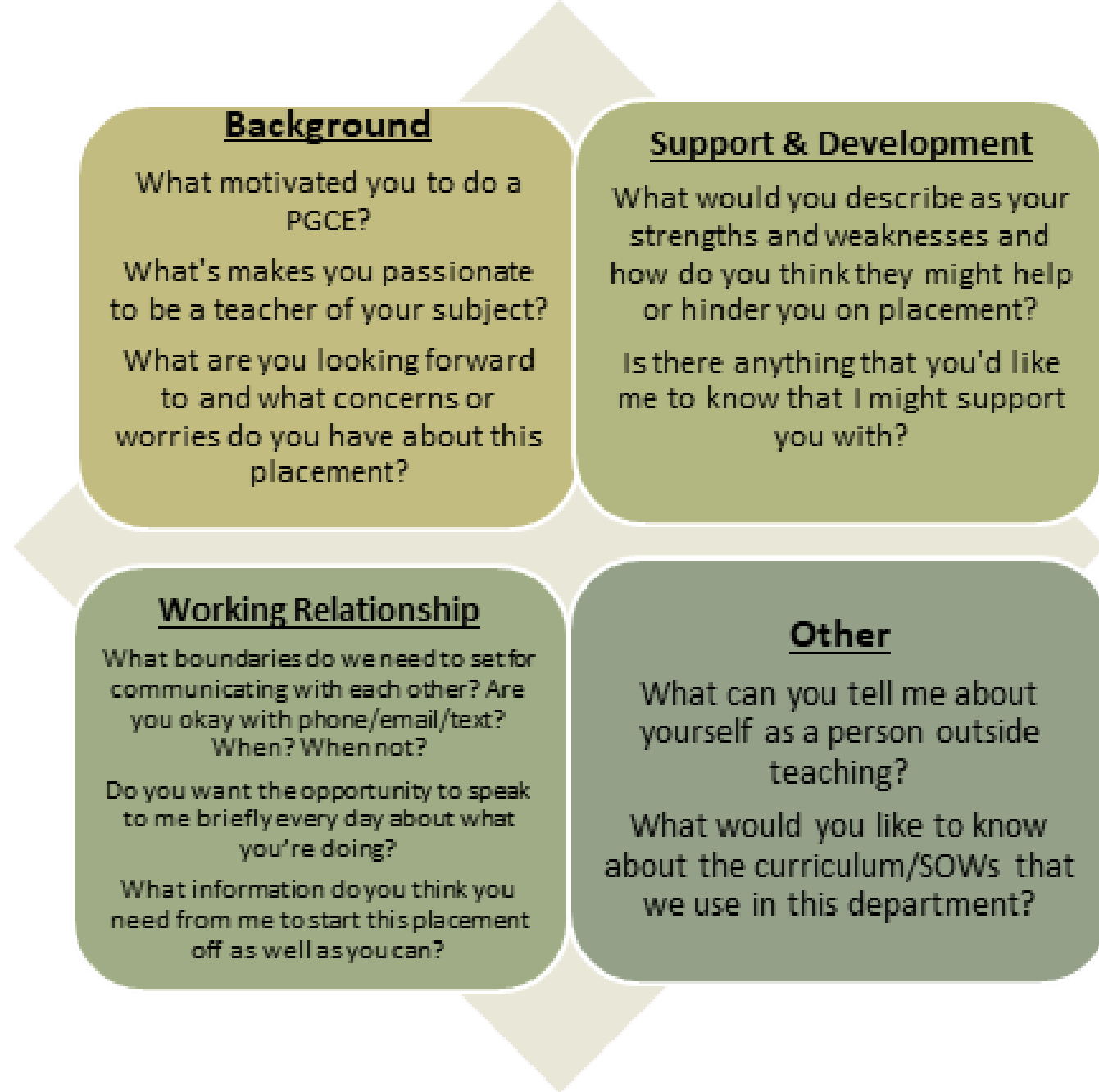
Meeting your RPT

Mentor training 1.2

(see Mentor HB)

1. RPT to prep – Opening Position Statement;
2. Use ‘meeting your RPT question prompts’ to structure discussion;
3. Create (or prepare) a mentor ‘agreement’, using the Mentor Standards
4. Complete an RPT ‘Needs Analysis’ form

		Week	Date	TT	Mon	Tues	Wed	Thur	Fri	Mentor Role Expectations	
Induction Stage	1	26.08.24							Enrolment	Wk1: -Read the MoG and Subject Guide ; - Mentor training 1.1 (recording of live session) and Mentor Audit . Wk2: -Prepare for first meeting with RPT, using prompts (Mentor training 1.2); -Plan RPT timetable, inc. mentor meetings; -Brief colleagues who will working with RPT. Wks3-5: -Watch Mentor training 1.3 (video); -Attend Mentor Curriculum 1.4 (ITTCo meeting with mentors) -Review W/RoPs ; -Watch Mentor training 2.1 (video) -Attend Mentor Curriculum 2.2 (subject mentor meeting) -Support ITAP experiences. Wks 6-9: -Watch Mentor training 2.3 (video); -Manage RPT's progression from observation to teaching; -Make use of mentor conversation guides, Mentor training 2.4 ; -Model practice; engage in dialogue with RPT; provide opportunities to learn with clear focus and feedback. Wk10: -Ensure TT is appropriate for next phase of training ; -Make sure RPT understanding any prep requirements for teaching after half term.	
	2	02.09.24	N/A		SM	SM	PS (Expectations and Values)	Safeguarding	ITAP (Observing)		
	3	09.09.24	N/A		SM	ITAP (SM Observing)	Preparing for placement Team Meeting (am)	School A induction	ITAP (Observing)		
	4	16.09.24	N/A		SM	SM Subject Mentor Meeting	PS (How Children Learn)	Department induction ITTCo Meeting			
	5	23.09.24	N/A		ITAP (Professional)	ITAP (SM Professional)	ITAP (Professional)	ITAP (Professional)			
Shared Implementation Stage	6	30.09.24	<33%*		SM	PS (Curriculum and Assessment)	ITAP (Professional)			Wk10: -Ensure TT is appropriate for next phase of training ; -Make sure RPT understanding any prep requirements for teaching after half term.	
	7	07.10.24	<33%*		SM	SM					
	8	14.10.24	<33%*		SM Student-Staff Partnership Group Meeting	SM		Steering Meeting			
	9	21.10.24	<33%*		SM	SM					
	10	28.10.24					Formative Assignment submission 4pm				
	11	04.11.24	<33%*		ITAP (Inclusion)	Interviews (am) Team Meeting (pm)	BoSSE Meeting				



Meeting your RPT question prompts

Mentor Agreement

Mentor Standard	Expectations in your mentor-trainee relationship
<p><u>Standard 1 - Personal qualities</u></p> <p>Establish trusting relationships, modelling high standards of practice, and understand how to support a trainee through initial teacher training</p> <p>The mentor should:</p> <ul style="list-style-type: none">• Be approachable, make time for the trainee, and prioritise meetings and discussions with them;• use a range of effective interpersonal skills to respond to the needs of the trainee;• offer support with integrity, honesty and respect;• use appropriate challenge to encourage the trainee to reflect on their practice; and• support the improvement of a trainee's teaching by modelling exemplary practice in planning, teaching and assessment.	<p><i>I (the mentor) will meet with you (the trainee) at least once a week for our designated meeting.</i></p> <p><i>I will meet with you at other times if needed and try to 'check-in' with you every day, although I won't necessarily have time to spend very long every day.</i></p> <p><i>You can email me at any time and you can call me up until 7pm, although I'd rather you didn't phone unless it is an emergency.</i></p> <p><i>Because I have additional responsibilities, sometimes I will be very busy and may seem distant or stressed; please don't take this personally and remember that I am still here for you if you need me. Do also use other members of the department for advice or asking how things work.</i></p> <p><i>When you start teaching I will observe you at least three times a week and provide verbal and written feedback. Please don't be discouraged by suggestions for improvement; this is meant to help you improve.</i></p> <p><i>I am very happy for you to observe me teaching any of my classes and will arrange for you to observe other staff (both in and out of English) throughout the year. If you aren't able to observe a lesson for any reason, please let me or the member of staff know, as they may have planned something especially for you to see!</i></p> <p><i>Each week we will spend some time talking and thinking about what is being taught in each year group, where resources can be found etc. It would be great to hear your ideas or approaches that you've learnt at university or through your own study. We are always happy to experiment.</i></p>

RPT Needs Analysis

RPT's needs

(Linked with the ITE Curriculum Strands)

Support strategies

Date for
completion

Subject knowledge & Curriculum Knowledge
(such as: knowledge and understanding of the current GCSE syllabus you use in your school)

Trainee to read AQA GCSE syllabus and the department's programme of study for Key Stage 4. Discuss with mentor/Key Stage 4 co-ordinator/Head of Department the rationale for the order of teaching and choice of texts for sets (if relevant). Participate in webinar training provided by the exam board.

High Expectations & Managing Behaviours
(such as: your school's sanctions and rewards policy)

Trainee to read school policy and attend training session provided by the assistant head.

Trainee to observe specific members of staff to see how the policy works in practice (mentor to suggest staff to observe).

Progress, Outcomes and Assessment
(such as: the collation of data and reporting systems).

Trainee to attend training session provided by data manager.

Mentor to demonstrate how this works in English by showing a recent report cycle and explaining how it works.



Effective Teaching & Reflective Practice

01



PCK

02



SUPPORTIVE
ENVIRONMENT

03



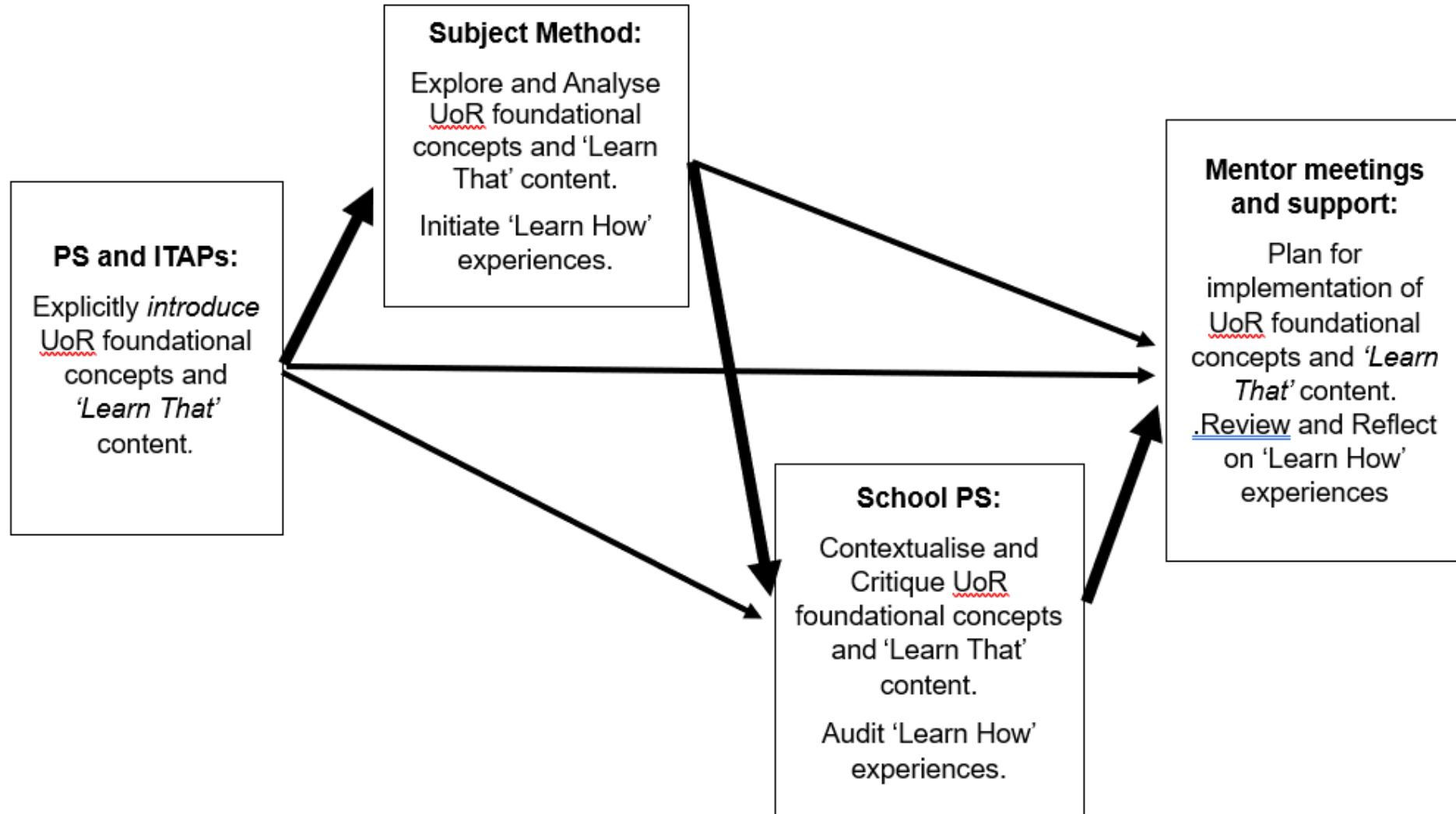
MANAGE
CLASSROOM

04



ACTIVATE
THINKING

Professional Studies: Foundational Concepts Overview

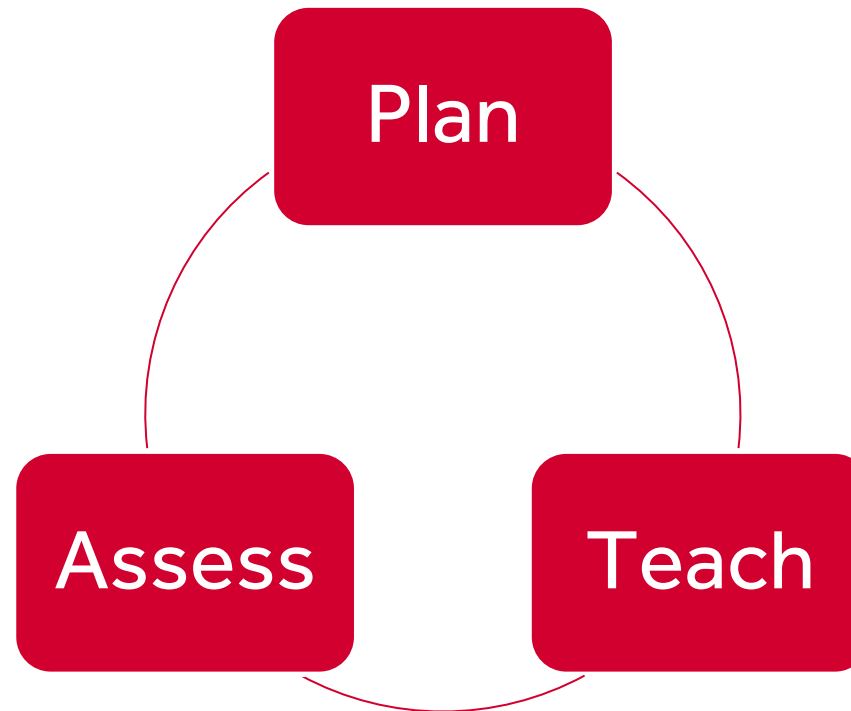


The Reflective Cycle

adapted from Gibbs (1988, p. 50)



KNOWING HOW TO HELP



- Much of ‘teacher knowledge’ is tacit, so you need to try to be really explicit about what you do and why...

For example...

- *Why can planning be difficult for a beginning teacher?*

You can help them by:

- Discussing the relationship between the 'big picture' of National Curriculum requirements or exam board specifications and the 'little picture' of individual lessons
- Explicit demonstration of the difference between objectives and outcomes
- Deconstructing the decisions you have made in planning and how this worked in practice; discussing your own teaching after your trainee observes you is helpful
- Joint planning (this might include you planning and the trainee teaching or vice versa)



Problems with reflection

‘Reflective practice is ... encouraged by the mentors and embedded in the way that trainees are taught to think about their practice. This, as the literature suggests, **could lead to a culture of continual drive for improvement** which is performative (Ball, 2013). Combined with regular observation of the trainee teachers, mentor conversations which focus on continual progress and reflective practice such that the language of evaluation used in teaching acts as a kind of Foucauldian panopticon, in which trainees internalise ways of behaving and, possibly, ways of thinking.’ (Roberts, 2019, p121)

Mentoring scenarios

*A: Your trainee appears to be quite disorganised; they are sometimes late and frequently don't send you documentation when it is due.
What do you do?*

*B: Despite feedback from you and other colleagues, your trainee seems to keep repeating the same basic mistakes in lessons.
What do you do?*

*C: Although your trainee is making progress, you notice that they are very anxious and tend to take criticism very personally.
What do you do?*

*D: You feel that there are some elements of your trainee's conduct that aren't professional (but not in such a way as to be obviously not meeting Part 2 of the Standards).
What do you do?*

Lead Mentors

- 5 LMs recruited for Secondary:
 - Dolly Churchill (Waingels)
 - Jonathan Newton (Maiden Erlegh Trust)
 - Kerri Steedman (The Holt)
 - Emma Walters (Charters)
 - Annemarie Zalaki (Bulmershe)
- Will be assigned to a group of schools (and their mentors), loosely geographical

LM Role

Facilitating

Mentor training
Mentor bulletins
Recruitment

Supporting

Responsive support (e.g. supporting mentor putting in place Additional Support)
Particular support of new mentors
Target setting (bank of suggestions & strategies)
ITTCos with PS

Developing

Adaptive mentoring
Stretching very competent RPTs
Mentors keen to extend
'Trickle down' mentoring (mentors working with other staff)
Pastoral experience of RPTs in schools

Checking

Mentor audit & mapping of knowledge/skills
Mentor engagement
Mentor training materials
PPR documentation & Reports
Mentor evaluations post-placement
Mentor reflections (leading to certification)

To Do:



Mentor training 1.1 completion form



Mentor Audit (online form)

<https://forms.office.com/e/VinZ69MgVR>



Mentor Handbook



Mentor training 1.1 completion
form



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