

Waseda University Doctoral Dissertation

Mentoring Teacher Researchers; a self-study

January 2012

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ACKNOWLEDGEMENTS

I am deeply indebted to colleagues and friends in Japan for offering me this unique opportunity to submit my thesis for the award of a PhD. I feel profoundly privileged. Waseda University has a world leading reputation as an educational institution. As I write this I am filled with a sense of wonder as well as a profound feeling of gratitude. I continue to learn so much from our collaborative research about teacher education.

I am grateful to the colleagues and friends who have believed in me and supported me, especially Professor Tadashi Asada. I feel humbled by their belief in me and my words of thanks seem insufficient to express how I grateful I am. So, therefore, I offer my self-study for examination in the hope that the content will be appropriate for the award of a PhD and also be an inspiration for other teacher researchers to do likewise.

Abstract

This submission addresses how teachers can be supported to share their knowledge. There are six sub-questions that have been used to assist understanding the process:

- What is research mentoring?
- How do I mentor teacher researchers?
- How do I represent my knowledge as a research mentor?
- How do I assist teachers to elicit, represent and disseminate their learning?
- How do I locate my practice as a research mentor with regard to others' research and demonstrate my critical engagement with their literature?
- How do I explicate my knowledge in way that might be useful in Japan?

My thesis is that research mentoring can assist schoolteachers to develop their professional values, skills, knowledge and understandings and thus can enable them to improve their practice. By learning about their strength (and weakness) as an educator they have a strong basis for ongoing professional development. Rather than relying upon outside experts for professional development courses, teachers could support their own, their colleagues' and students' development. This is a self-study of my professional identity as an educator. It shows how I have used my experience as teacher in schools and a lecturer in universities to develop my own theory and practice of research mentoring. The changes in my understandings are explained in the context of some of the public presentations and publications of my ideas and practice. To locate my thesis, literature about mentoring, teacher and action research and web-based technology is reviewed.

The study shows how I developed a concept of *educational* research mentoring and piloted a Master's level programme to enable teachers to become research mentors. I claim that my concept of mentoring (Fletcher; 2000) integrated with action research can be 'generative' since it enables a growth of research capacity. Research mentoring, by and for teachers, can provide the 'missing link' (Fletcher; 2003) between theory and practice, between research undertaken in universities and in schools and it can benefit both the research mentor and research mentee.

The results of my research show that research mentoring can be offered through face-to-face and also asynchronous forms of communication. It can be accessed, therefore, locally, nationally and internationally. The techniques can be used by teachers to enable their students to become researchers too. My research into using web-based templates supports my claim that teachers can be supported, through research mentoring, to elicit, represent and disseminate their learning.

This submission is presented through nine inter-linked chapters. As a whole, this is my response to the broader questions posed by Hiebert, J., Gallimore, R. and Stigler, J., (2002), 'A Knowledge Base for the Teaching Profession: What Would It

Look Like and How Can We get One?' in *Educational Researcher*, vol. 31, (5), pages 3-13 and by Stenhouse, L., (1981), 'What counts as research?' in the *British Journal of Educational Studies*, vol. XXIX, (2), pages 103-114.

The first chapter focuses on an overview of my life as an educator, as I begin my enquiry into my own lived experience (Van Manen, M., (1990), *Researching Lived Experience*, State University of New York Press, US). The second chapter is an in-depth review of literature relating (internationally and nationally in the UK) to both mentoring and coaching. This is intended to assist me to locate my research into my practice as a 'research mentor' for teachers in schools. The third chapter, similarly, is a review of literature, here relating to teacher research. In order to explore this field, I engage critically with a number of areas including educational knowledge (rather than knowledge about education or just research in an 'education' context). I do so in order to help me to understand the implications of 'educational' knowledge for teachers as learners. Chapter Three provides my justification for rejecting my original model of action research (i.e. living educational theory) originated by Whitehead, J., (1989), 'Creating a Living Educational Theory from Questions of the Kind, How Do I Improve My Practice?' in *Cambridge Journal of Education*, vol. 19, (1), pages 41-52, in favour an approach that does not initiate research from an identifying 'a problem'.

In Chapter Four, I examine the rationale for and the nature of the self-study form of investigation that I have used to understand how I create theory and practice as a research mentor. The originality and significance of my research mentoring as generative practice, which enables growth of a workforce of teacher research mentors within the profession of teaching is explored. In this chapter, some of the ethical implications of my practice are explored. Chapter Five provides an insight into my practice through a case study of the school (Bitterne Park, UK) where I piloted a Master's level module that enabled teachers to research mentor their peers. Chapter Six is a critical engagement with my publications since 1992. This study is further evidence of the unique quality of my submission, since this is the only in-depth investigation into a teacher researcher's practice, spanning (almost) twenty years. I examine how my ideas about my practice have emerged through writings that have been peer reviewed and published. Chapter Seven is an examination of my writings and public presentations of my evolving practice as a teacher research mentor. This chapter again reveals the major influences that have shaped my theories about and my interactions with schoolteachers.

Chapter Eight is where I examine how my collaborative research with colleagues in Japan has afforded me a unique and enormously valuable opportunity to widen my insights as a practitioner researcher. I examine some of presentations and experiences as an 'outsider' researcher working in an educational context that is different from my own as a schoolteacher and latterly as a university lecturer/self employed consultant. In this chapter I explore my dreams and my hopes for the future as a research mentor. Chapter Nine, the final chapter of my submission, is where I bring together the various themes and responses to research questions that I have explored in previous chapters. I underline that my theory and practice as an *educational* research mentor for teachers is in process. This is not and could not be a 'definitive' account. I offer what I know as a research mentor to others in a hopeful expectation they will develop further and better ways to enable schoolteachers to elicit, represent and disseminate their knowledge so that it is valued, as it critically engaged with.

GLOSSARY

AERA	American Educational Research Association
AI	Appreciative Inquiry
BERA	British Educational Research Association
BPRS	Best Practice Research Scholarships
CPD	Continuing Professional Development
CUREE	Centre for the Use of Research & Evidence in Education
DfEE	Department for Education and the Environment
DfES	Department for Education and Science
EAZ	Education Action Zone
ECER	European Conference for Educational Research
ERM	Educational Research Mentoring
HE	Higher Education
ITT	Initial Teacher Training
ITE	Initial Teacher Education
KEEP	Knowledge Exchange Exhibition Presentation
KS	Key Stage (National Curriculum)
LEA	Local Education Authority
LET	Living Educational Theory
NfER	National Foundation for Educational Research
NSCL	National College for School Leadership
NTRP	National Teacher Research Panel
MERLOT	Multimedia Educational Resource for Learning and Online Teaching
PCK	Pedagogical Content Knowledge
TLA	Teacher Learning Academy

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Fletcher, S., <i>Generativity in Educational Research Mentoring</i> (CARA UK funded project)	

Initial Teacher Education, coach-mentoring (3 web-pages)

- Fletcher, S., *Supporting and Sustaining Professional Mentoring in IIT Contexts*
- Fletcher, S., *The Process of Professional Mentoring in Initial Teacher Training*
- Fletcher, S., *Professional Mentoring for Developing Trainee Teachers' Competence*

Integrating mentoring and action research into kounai ken (BERA presentation, 2005)

Eliciting Knowledge, Bitterne Park School, Southampton (7 web-pages)

- Fletcher, S., *Wednesday 11 May 2005* (week one session)
- Fletcher, S., *Wednesday 18 May 2005* (week two session)
- Fletcher, S., *Spidergrams: Research Mentoring*
- Chipping, D., *Work Based Mentoring and Action Research*
- Morse, R., *Freeing the Imagination*
- Austin, K., *How can I improve challenge through different media for Year 7 history?*
- Stevens, S., *How can I use multiple intelligences to better the teaching and learning in a particular Year 10 Class?*

Fletcher, S., *Recording and Sharing Impact Evidence of Teachers' Research as Continuing Professional Development*

Fletcher, S., *TLA Stage 4 Presentation Site Map* (showing links to web-pages and web-sites)

Fletcher, S., *The Research Mentor of Bath's Professional Learning Journey to TLA Stage 4 Recognition*, showing links to web-sites, web-pages & documents about my learning journey.

Fletcher, S., *The Landscape Where my Journey flows towards TLA Stage 4 Recognition*, showing links to web-sites, web-pages & documents about my learning journey.

Fletcher, S., *The Mentor of Bath's Published Resource for Teachers-as-Learners*, TLA Stage 4 Award, showing links to web-sites, web-pages & documents about my learning journey.

Fletcher, S., <http://www.TeacherResearch.net> Homepage of my website accessed 29 December 2011

Chapter 1: My life as an educator; a personal and professional journey

1.0 Overview

This thesis begins with a short narrative account (Clandinin & Connelly, 1995) of my lived experience (Van Manen, 1990) as a teacher, teacher educator and more recently as a research mentor for teachers. The personal and professional journey I narrate is explored through investigation of my values and through the lens of being a teacher research and research mentor for teachers.

1.1 Introduction

According to Pring, (2001), one should look to the life of the researcher to understand research they have undertaken. This is partly my justification for presenting a self-study account of my practice as a research mentor rather than an investigation into research mentoring through case studies. The methodology chapter, Chapter 4, sets out in more detail than in Chapter 1, this rationale for adopting a self-study action research approach. I also explain why it is that I have adopted an Appreciative Inquiry (Cooperrider & Srivasta, 1987) approach. My thesis evolves into two chapters that are my critical engagement with relevant literature. Here I explain my 'pedagogic creed', rather as John Dewey did when he offered his perspective of education (1897).

...it is impossible to prepare the child for any precise set of conditions. To prepare him for his future life means to give him command of himself; it means to train him so he will have the full and ready use of all his capacities; that his eye and ear and hand may be tools ready to commend; that his judgment may be capable of grasping the conditions under which it has to work and the executive forces be trained to act economically and efficiently. (Pages 2-3)

It is impossible to prepare a research mentor for any precise set of conditions. To prepare him (her) for the future life means to give him command of himself (herself); it means to train him (her) so he (she) will have the full and ready use of all his (her) capacities; that his (her) eye and ear and hand may be tools ready to commend; that his (her) judgment may be capable of grasping the conditions under which it has to work and the executive forces be trained to act economically and efficiently. My thesis is thus my pedagogic creed as it sets out how one might prepare a teacher to become a research mentor.

1.2 A personal journey

My teaching career began, informally, when I was a child since both my parents were educators; my mother taught at the Royal College of Music and my father lectured at Leeds Training College. Teaching and learning was the main topic of conversation as I was growing up. The irony was that I determined at a young age that I would *never* teach; teaching simply did not appeal to me as a career. Wondering about becoming an architect, a librarian, a housewife raising my own family, I was certain of just one thing. I did not want to teach... I was painfully shy as a child and the thought simply frightened me... I had been awarded a place to study for my first degree and I took a vacation job (as a clerk) at Liverpool Education Offices where my father was by then

an Advisor for Art and Craft for the teachers in the city. As I talked to the candidates waiting for interview to become teachers I realized I knew enough about teaching to talk with them about their hopes and fears. All the way through my four-year degree in languages I remained adamant; I was not going to train to become a teacher - ever.

1.3 A professional journey

Then one day, as I began to plan how I might support my family, I began to reflect... Maybe I would take a PGCE (Post Graduate Certificate in Education)? I contacted a local school near my parents' home and I ventured back into a classroom... The host teacher, a highly skilled mentor and teacher practitioner allowed me to observe him teaching... I watched rather dispassionately... and then he invited me to teach one of Aesop's Fables... That I can still see the library surroundings, the children seated around me and the sun streaming through the windows and that, after forty years, can still trigger emotion welling up inside me as I think of what happened next. I will give you an insight into what happened next... Suddenly, I felt *alive* as I had never done before. I used a flip chart to draw the story for my children, for Yes, they were 'my' children, 'my class'. After a few days at that school, the headteacher said he wanted me to come back and teach as a member of his staff, as soon as I got my PGCE. My journey as a professional educator had begun. I gained a PGCE distinction in theory and also in practice. I was made head of department the same day my probationary year as a novice teacher ended and from there I became head of year; head of subject and head of Faculty. (I taught in primary, middle, secondary and upper schools before illness forced me to leave the classroom). As I struggled with ill health, I dreamed of becoming a lecturer at a university. I would teach teachers and I would do 'research'.

When I had to leave teaching in schools, feelings of grief were almost unbearable. I missed my children and the passionate engagement in being part of their lives. Using the skills, aptitudes and understandings I had acquired as a teacher and as one of the first school-based mentors for initial teacher training, slowly I began to adapt. I brought together a group of mentors and we learned how to become researchers between us. I learned how to research my own practice as a mentor and how to help others as they began to do the same. I devised an MA programme in Mentoring; Theory and Practice and established the University of Bath Teacher Research Group. Gradually, I developed a portfolio of publications and conference presentations and some of my work is accessible at my website at <http://www.TeacherResearch.net> When illness forced me to take early retirement (in 2004) from my lectureship, I contemplated leaving the profession of teaching but the urge to remain engaged was simply too strong. After two days 'retirement' I applied for a (part time) senior lectureship at a university nearby and I took on responsibility for mentoring, coaching and induction (secondary phase). Once again, just as I had done as I transferred from primary (pupils aged 7 – 11) to middle (8 – 12 then 9 – 13), secondary (11- 18) to upper (students aged 13 – 19) then to higher education, I looked to build on my strengths for making the transition from one context in education to another.

From being trained as one of the first school based mentors for initial teacher education, within the Licensed Teacher Scheme, my understandings of structured mentoring shaped by Bruner (1974):

One of the most crucial ways in which a culture provides aid in intellectual growth is through a dialogue between the more experienced and the less experienced.

In Bedfordshire where I was trained to become a mentor, I was immensely fortunate to be able to work with Mike Berrill, who was then headteacher at Challney Boys' High School in Luton. The handbook I wrote in 2000, reflects Mike Berrill's vision of mentoring and his influence has been the inspiration for much of my practice. The model of mentoring that I described in 2000, was integrated with the approach to action research pioneered by Jack Whitehead with whom I worked for almost ten years. However, as I began to engage critically with his ideas about action research our collaboration began to ease apart, especially as I was increasingly drawn to an approach of action research that was more aligned to how I live my life as inquiry.

It seems to me that when initial teacher training moved largely into schools from being an almost exclusively university-based activity in the UK, the ensuing partnerships were a rich seeding ground for collaborative research between school teachers and academics as tutors and researchers. Certainly a transition from university PGCE lecturer working with school-based mentors assisting the professional development of novice teachers to being a research mentor for school teacher mentors researching their practice was a logical one. What more natural than to encourage novice teachers and mentors to engage in an action research enquiry with me to promote learning for them, for pupils and ultimately for me? Since I was more at ease researching my own practice with a view to improving it than I was doing research *about* teachers it came naturally, I could say, to research mentor them. Being a teacher for over twenty years in schools prior to becoming a university tutor and researcher, I was searching for ways to share my own learning in a supportive community as well as to learn from others in order to learn how to teach 'better'.

Perhaps if I had been a less 'seasoned' teacher I might have felt differently? Who knows? I felt most at 'home' in school and that sense of familiarity combined with a passion to explore, to discover, construct and share my learning continues to spur me on. Feeling that I might help schools to 'improve' was less motivational for me, perhaps because it pushed me to the periphery, and I felt at ease at the heart of a classroom, at the core of interaction between teachers and their students. Reflecting systematically on my practice as I moved phases and subject responsibilities from starting teaching in a primary, to working in a junior high then in a middle school, then a secondary school and finally an upper school compelled me to examine my own work so I could identify my strengths and build upon them. This was where Appreciative Inquiry (Cooperrider & Whitney, 2005), took root with insights from reading about how teacher research could 'improve' schools (Walker, 1985, and latterly Street & Temperley; 2005). I was challenging and busy reinventing myself as a teacher working beyond my sense of nostalgia (Mitchell & Weber, 1999).

When I studied for my MA, I opted for their programme at the Institute of Education in London entitled the 'Teaching of Modern Languages through Language and Literature' and my dissertation was focused on addressing underachievement among pupils aged 16+. At that point in my career, I had discovered that not only would I be teaching students to 'A' level in French, I would also be teaching students Spanish to Advanced Level too. Needing to rapidly upgrade my 'rusty' Spanish skills (and I had never taught Spanish) I joined a Spanish degree level programme at the nearby

University of Luton for my CPD. Like other teacher researchers, my studies had to be geared to my immediate needs as a teacher and so it has been with my research. I have had to learn what my strengths are so I build on them, learn new skills, develop my professional values and aptitudes, gain new understandings and thereby generate knowledge I could use for my own and for others' ongoing professional development.

Before I chose to pursue a PhD route by publications at the University of Bath, I was supervised by James Calderhead and it was his inspiration that triggered the potential value of focusing on my own values and beliefs and analyzing my own practice as well seeking to establish cultures of collaboration with teachers (Calderhead & Gates, 1993) in schools with which Bath University partnered. Jack Whitehead also had a profound influence upon my professional development as an educator, not least because of his capacity and willingness to challenge other's ideas. When Cochran Smith and Lytle's writings were published in 1999, about teaching beyond a *technical rationality* identified by Donald Schön, Jack convened a departmental seminar and used that occasion to promote discussion of *living educational theories*. I was impressed by Cochran Smith and Lytle's recognition of teachers as 'co-constructors' of knowledge and as creators of curriculum, informed by being theorists' (p. 276) and their call for increased collaboration between school and university colleagues.

When I presented a paper in Japan entitled Research Mentoring; Collaborating for Professional Development, (2004), I explained that I assist teachers in undertaking their own research within their practice to further their professional development. I explained that my foremost intention was to share my commitment to self-study action research as professional self-actualization' (Maslow, 1968). I wanted to show how traditional concepts of mentoring are a fruitful, inspirational basis for enabling learning *through co-enquiry*. I see increasing support for action research promulgated by such bodies as the National Teacher Research Panel and the Teacher Learning Academy in England as a manifestation of the investment that is increasingly being made in enabling teachers to take responsibility for their professional development.

1.3.1 Relating practice to theory in educational research mentoring

In this section, I offer a diagrammatic 'conceptualisation' of my research into my learning and its relationship with my multiplicity as an educator. In each stage I outline, I relate my own practice to my educational value as a mentor: nurturing courage to be. Having deconstructed my self as a teacher, mentor and researcher, the last diagram records my reconstruction as a research mentor and that is evolving to educational research mentor. I use two figures to set out my understanding of the relationship between the main theoretical and practical aspects of my activities as an educational research mentor. Figures 1 and 2 have emerged from my practice as an educational research mentor. These were not conceived prior to engaging in practice as a mentor then applied, but defined and refined after they arose from my practice. These figures are developmental i.e. as a self-studying action researcher I expect them to change as my understandings about my practice grow and through validation by others. Both figures represent how I relate my learning to professional practice as an educator. I theorise about how I learn through the process of being a research mentor.

Figure 1
Relating Practice to Theory

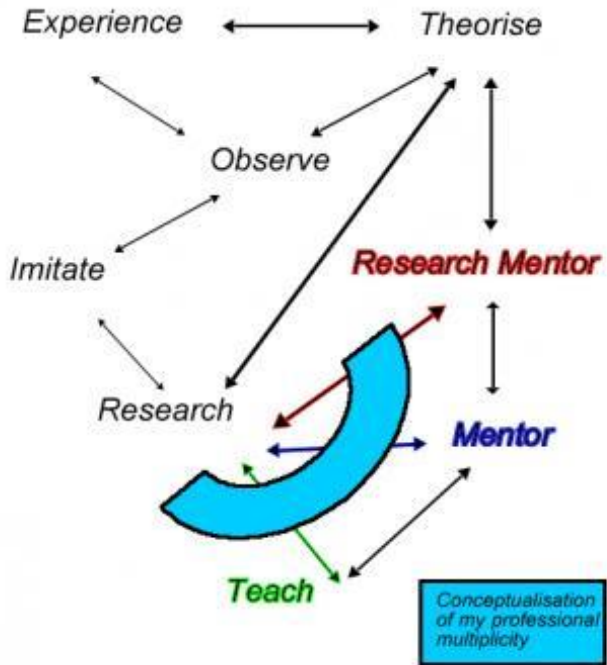
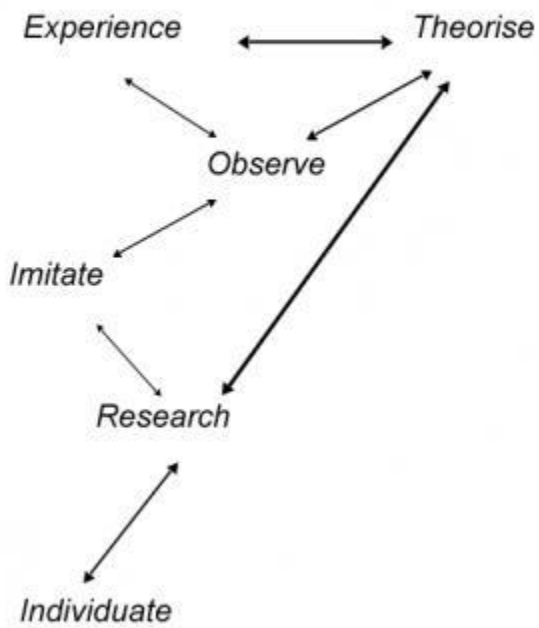


Figure 2
Relating Practice to Theory



An experience (a conversation, something I read or something I observe, for example) triggers my initial theorisation about how the trigger might assist me in my research mentoring. I observe the on going experience more closely and visualise how I might personify what I observe. I begin to prime myself for imitation and then, interacting creatively with my conceptualisation of the trigger experience. I start to imitate what I have been observing. Revisiting the original theorisation about the trigger experience, I undertake a period of more intensive and deliberate research. This stage is often characterised by searches for information on the Internet and in books, articles and conference presentations by others. Typically, I look for definitions and explanations that align with the trigger experience and then I explore how I perceive it has become metamorphosed through my imitation of it. Then in triage, I assign it to a facet of my multiplicity as a teacher, researcher or mentor. I look for pathways of experience and expertise to assist in embodying new perspectives.

In the pre-conceptualisation stage, before I consciously engage with my professional multiplicity, I draw on prior experience to embed new skills, attitudes, understandings and knowledge, I detect, through self-study, a process paralleling how I learn languages. I encounter a new word, consider its usefulness, observe how it is employed and imitate its use. I research others' use of a word and return to theorise about its usefulness before embedding it into my repertoire. I suspect that training as a linguist shapes how I learn. When, for example, I encountered the model of action research in co-writing *Working with Your Student Teacher* this inspired me to learn more about this research activity. There was a delay of some three years until I developed my early theorisations about action research when working with Jack Whitehead. I observed how he related to students and imitated his techniques. I researched what he and others wrote about self-study and I began to develop my own approach to self-study. I developed self-study using visualisation to explore my work from the inside out and digital photography to record events from the outside in, so combining visual accounts. (This stage is communicated in my paper 'A Role for Imagery in Mentoring'.) Then I reflected on how I might use what I was learning through seeing myself at work. Web-based KEEP Toolkit templates allowed me to incorporate video clips and narrative. Once I had mastered techniques for using them for my research, I taught others to use them. (Examples of these web-pages can be found in Appendix One of this thesis).

1.4 Exploring my values as an educator

I passionately wanted to enable children to have a childhood where they could learn to value themselves and one another as learners and members of society. Working in the early stages of my career in face-to-face contact with children, I began to work more indirectly as my career evolved. Gradually, I had learned to undertake research and it seemed entirely natural to become a research mentor for teachers and students in schools. When the burden of travelling over 200 miles in two days each week to tutor and research mentor colleagues began to impact upon my health, I prepared to retire again... Keeping my business as an independent educator going was crucial to my health and sense of identity. I established a special interest group for mentoring and coaching for BERA (British Educational Research Association) and adapted what I could manage despite the limitations of my physical disability as a kind of

Appreciative Inquiry (Cooperrider & Srivastara, 1987). Effectively, I was living my life as action research but not starting from a problem. Rather I started from a dream and planned how to actualize my positive possible self (Fletcher, 2000)

Meanwhile, I was continuing to write for presentations about my work and for publications and decided I could adapt what I used to be able to offer face to face to online educational contexts when viral pneumonia triggered severe problems with my hearing. I valued my experience as a photographer and as a linguist and soon I became passionately committed to using web based technology and multi media to assist teachers to elicit, represent and disseminate their own learning. My journey as an educator, who is committed to being the best that I am able to be is on going. There have been times when I feared that I might have to stop. I have paused and taken stock of where I am and where I want to be in the future. Rather than starting from 'a problem' in my life-as-action-research, I have used the momentum of challenge to spur me on to examine my capabilities, and skills, knowledge and understandings acquired as I have journeyed through my career.

1.5 The Researcher Mentor

The practice of research mentoring that I have developed grew from my own involvement as a research mentor in the Best Practice Research Scholarships Scheme, which ended in 2004. Guidance for research mentors in BPRS was in short supply and comprised these details only:

- Research mentors will be experienced in undertaking and supporting education research.
- The research mentor must provide an individualised and signed statement of support ... which would include how and when the research mentor will support the project, how they will monitor and evaluate the research findings and how they might disseminate these.

There was a strong feeling among university colleagues on the BPRS Steering Committee that research partners should be called 'tutors' not mentors but I was insistent that we retained the name mentors. My reasoning was that we were offering personal as well as professional support to teachers as they underwent a major shift in practice to research their teaching in a rigorous, systematic way. My guidelines for research mentors for the BPRS scheme are accessible at my website <http://www.TeacherResearch.net> together with my reflections upon and examples of my involvement in research mentoring (including Bitterne Park, Westwood St Thomas, and Hanham schools). The research mentoring is thus not my own and the practice of research mentoring varies from context to context.

The BPRS scheme required that teachers partner with education researchers, not significantly with educational researchers, who are committed to research that has an intentionally educational outcome rather than simply taking place in an education context. As I have sought consciously to define and refine my own practice of research mentoring I have researched *research mentoring* in other contexts; in universities (Michigan State University's model (1999) was similar to mine in that it extends support to personal as well as professional interaction. The research mentoring scheme at Dundee University that I came across in 2003 was, however,

focused entirely on research induction and did not offer personal support, any more than the BPRS scheme required). My own practice of research mentoring reflected my commitment to personal as well as professional support as I took on the role of mentor with two teachers, (2001 - 2002).

After working with Catherine and with Tony, I became a research mentor for over 70 other teachers under the BPRS Scheme (the highest number for any research mentor in the UK). I established the Bath University Teacher Research Scheme with the support of senior colleagues and I worked alongside Jack Whitehead as a mentor while he tutored MA modules. The final chapter of my thesis by publications submitted to the University of Bath in 2003, focused on how I had brought together my practice as a teacher, mentor and researcher to develop my concept of research mentoring. When I retired from Bath University, I decided to test out my model and created the mentoring and action research MA module for Bitterne Park School, Southampton (details are accessible from the Bitterne Park section of my website at <http://www.TeacherResearch.net>).

1.6 The Teacher Researcher

I became increasingly drawn to the idea that becoming a teacher researcher was part of becoming a professional educator and the feature article that I wrote for the General Teaching Council in 2002, reflected my standpoint. I developed the view that professional teachers investigated how they could live their values in increasingly effective, creative ways to enable their own and students' learning.

My understandings of *educational* research mentoring grew and in 2006 I wrote another thesis drawing on my publications that explained the generative intent I held as a research mentor. Not content with research mentoring one individual, I intended my mentoring to stimulate a teacher to become a research mentor for others. I wanted to enable Stenhouse's vision of teachers-as-researchers (1981) and help to develop the *profession* of teaching where inquiry by teachers was the norm and teachers could stand alongside academic researchers as knowledge creators. To enable me to develop my ideas and refine my practice, I called upon my experience as a research mentor for Wiltshire Education Authority who funded many small-scale teacher research projects across the county. I also drew on my work as a mentor for teacher researchers funded by Creative Partnerships where I worked as the research mentor for students at Bishop Wordsworth School in Salisbury, Wiltshire.

Two articles published in *Educational Researcher* have had a sustained, marked impact on how I have developed my planning to actualize my vision of research mentoring for teachers with a view to enabling their professional development. The first article was published in 2001. It is the presidential address by Catherine Snow to an annual conference of the American Educational Research Association. Her address was a few months after my first visit to Japan and that visit, hosted by colleagues at Kobe University and Akashi Laboratory Schools raised my own awareness of how little we know, in fact, about children, teachers and researchers. Within the bounds of our own education context we may come to 'know' a great deal about who does what and maybe even why, but the moment we step into an unfamiliar education context we realize how very limited our understanding is. During my first visit to Japan I was struck by a sense of wonder at how teachers were

engaged in a practice that was recognizably ‘teaching’ but which reflected a different culture from my own. There was a wonderful realization, an awakening, that something very special was occurring in Japan. Colleagues from England had been invited to share their knowledge so that teachers and students could learn from them.

The feeling of community, of parents being intimately involved in their children’s education in collaboration with teachers in schools and the Prefecture was new for me. The sensitivity that ensured that everyone’s viewpoint was considered when group decisions were reached was like a door opening onto the landscape of co-operative education where the values included instilling a ‘zest for living’. I came to realize the strengths of and also limitations of my work as a mentor:

Good teachers possess a wealth of knowledge about teaching which cannot currently be drawn upon effectively in the preparation of novice teachers or debates about practice. Snow (2001).

I could use video in my presentations to teachers in Japan to show how I had worked with my group of novice teachers in schools in south-west England but I had no means by which to represent the knowledge that we were creating about teaching between us. At that point in time I had no web site and we had not yet discovered how we could use web-based technology to disseminate knowledge.

The second article in *Educational Researcher* appeared in 2002. Authored by Hiebert, Gallimore and Stigler, it suggested, (p. 13), that ‘Researchers and teachers could work side-by-side as authentic partners... each gaining from the other’s experience.’ Here was the inspiration for my practice of research mentoring teachers. While the teacher was the expert in understanding their educational context, I was the expert bring a wider experience of working in schools and in university and together we could co-research teaching and create knowledge.

1.7 Exploring ways to research my practice

In 2001, I began to integrate action research into my mentoring and tutoring my group of PGCE students. We used video and we used visualization techniques as we envisioned positive possible selves and worked from the basis of what we saw occurring as we engaged in educational activity towards what we aspire to. Emma Kirby and I collaborated to create our web-based educational resource using the content free templates made available by the Carnegie Foundation for the Advancement of Teaching at <http://www.cfkeep.org> We incorporated ideas and resources developed from a further visit to Japan and this first web-based account of representing teachers’ knowledge became the model for creating more. Thanks to the experience of working with Emma Kirby, I was able to pilot the (potential) use of KEEP Toolkit Templates to represent knowledge co-created between a research mentor and a research mentee. From this pilot study, my use of web-based resources incorporating multi media increased.

To enable me to understand and address the challenges of research mentoring I began to engage in critical review of literature relating to teacher education, teacher research, using web-based technology in education and approaches to action research. My critical engagement with these areas of educational research can be found in the

chapter after I review literature relating to mentoring and coaching theory and practice. My concept of mentoring originally subsumed coaching activity and in this chapter I demonstrate how my thinking has evolved by including my most recent writings (in press, publication 2012) for a SAGE Handbook for Mentoring and Coaching, which I am co-editing with Carol Mullen. The chapters that I have included relate to coaching and fostering the use of web-based technology in research mentoring. Once again, I include reference to my publications and my presentations at research conferences, including BERA and AERA. I talk about how I created web-based resources for teacher researchers to embed not only in my own research mentoring but also in theirs as they began to research mentor colleagues and their students. My resources formed a key part of my submission for Stage 4 Recognition of my learning for the TLA (Teacher Learning Academy). It was the experience gained from my research mentoring in schools with beginning teachers like Emma Kirby, as she developed into a highly experienced, gifted Advanced Skills Teacher, and like Katie Austin at Bitterne Park School, who was also in her first year as a school teacher. These teachers' web-based accounts, as well as the publication by Chipping and Morse for the National Teacher Research Panel and their web-based presentation for a BERA conference in 2005, provide me with evidence of the effectiveness of using web-based technology to enable research mentoring.

1.8 Conclusion and looking ahead

To echo the words of Martin Luther King, *I have a dream...* I have a dream for the initiation and support for teacher's research which starts from *I appreciate what is already being achieved* through to *I want to extend and improve this*. I want to celebrate and recognize my own learning as a teacher alongside that of my students in my school. I want to share my learning and engage in educational conversation, not only teacher researchers and with academic researchers, not only in my school but globally... as a teacher in England I want to be able to interact with teachers in Japan. I want to have insights into what they know and how they work together to enable my colleagues and myself to improve what we already do in our collaborative enquiries.

Chapter 2: The praxis of mentoring and coaching

2.0 Overview

In this chapter, there is a critical engagement with the practices of mentoring and of coaching, exploring how and where they originated and how and why these terms are frequently interchanged. I provide a perspective from England, where I live and work. Knowing definitions of mentoring and coaching vary between countries and contexts other than Education, I provide perspectives on business practices in use in schools.

2.1 Introduction

The mushrooming interest in mentoring and coaching over the past 10 years has seen the publication of many books related to mentoring and coaching that are attempting to provide definitions of both, including the forthcoming (2012) SAGE Handbook for Mentoring and Coaching in Education, which I am co-editing with Professor Mullen.

To provide clarity about definitions of mentoring and coaching, the Centre for the Use of Research and Evidence in Education (CUREE) organized a series of consultation exercises and surveyed thousands of examples of CPD practices to find out which models were prevalent and might be as useful as a basis for education policy making in England. Designed by CUREE, the National Framework has now been adopted throughout the English state education system together with the brief definitions of mentoring and coaching that it sets out. Even in conversation with colleagues from CUREE, it can be somewhat difficult to unpack where the definitions actually came from. One is led to believe that they arose from a wide consultation schedule with educators already committed to mentoring and coaching in schools. At the time of the consultation a number of publications were already widely in use by HR departments in business as well as by tutors in universities (like myself) designing PGCE and MA programmes. The knock-on effect of definitions used by colleagues in the PGCE was that schools in partnership tended to adopt similar definitions and this led to confusion nationally. Depending on where models of mentoring and coaching derived from the definitions varied widely. This was compounded by the fact that in business contexts ‘coaching’ and ‘mentoring’ are used as almost interchangeable terms. In schools, the practice of ‘mentoring’ shapes the design of initial teacher training programmes. This term was adapted to describe one-to-one work with pupils needing learning support.

2.2 My definitions of mentoring and coaching

When I designed the MA programme at the University of Bath, entitled Mentoring: Theory and Practice, I drew on my own experience as a school-based mentor and my definition of mentoring, which I explained in my publications (Fletcher, 2000a, b).

Mentoring means guiding and supporting trainees to ease them through difficult transitions; it's about smoothing the way, a needling, reassuring as well as directing, managing and instructing. It should and lock the ways to change by building self-confidence, self-esteem and a readiness to act as well as to engage in ongoing constructive interpersonal relationships. Mentoring is concerned with continuing personal as well as professional development... in the process, personal and

professional values come under scrutiny and are subject to change.
(Fletcher, 2000a, page 2)

Where the Education world's attention was transfixed on mentoring between 1995 and 2005, it has dramatically shifted towards coaching since then. As a relatively recent initiative in education practice, coaching is perceived as being nearer to the practical than the theoretical end of the mentoring continuum and remains scantily researched. Such research as there is tends to be exploratory. A parallel situation can be observed in the research archives about mentoring. This is because, in part, mentor and coach practitioners do not tend to research their own practice. There are notable exceptions, (e.g. Fletcher, 2000), but research has largely been undertaken by non-practitioners, although in coaching Tolhurst, (2006), is a noteworthy exception. A further reason why coaching remains under-researched at the present time is that few universities have, as yet, become involved in coach preparation to the same extent as they have been in mentor development. There are some signs of change (Silver, 2005)

2.2.1 The KNOW model of coaching for education (Fletcher, 2012, in press).

The model I depict below offers parameters rather than a 'lock step' process linked to predetermined goals. It combines with already popular coaching models in education such as GROW and Instructional Coaching and is designed to remind educators about the purposes of education as a whole; creating knowledge, building networks within and between societies and mobilising learners to deploy wisdom in making decisions.

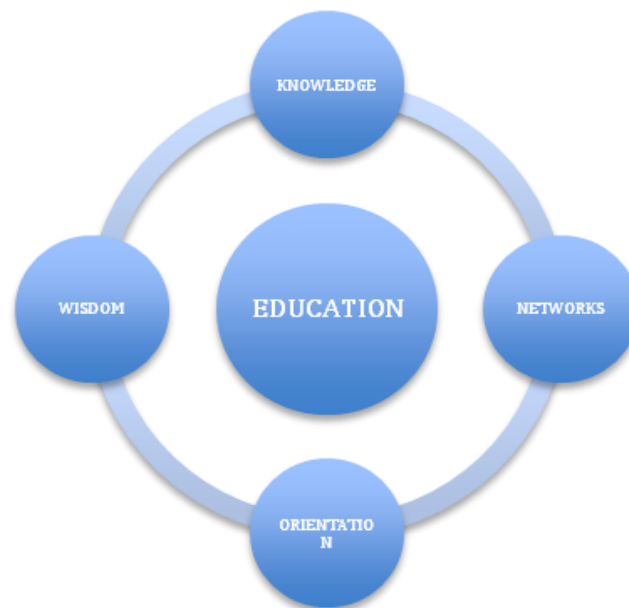


Figure 3: The KNOW model of coaching (Fletcher, 2012b, in press)

Education is a process, not an end product with clearly managed goals. Its goal is the capacity to create knowledge, use knowledge to build learning networks and to use networks such as the Web to elicit, represent and disseminate knowledge. Seeking short-term goals is a part of learning to learn and create knowledge but if learning is not networked and orientated, learning loses focus and its purpose. Wisdom is the sought after outcome of education, knowing how to learn and use learning is its aim. The KNOW acronym (Fletcher, 2012b) stands for Knowledge, Networks, Orientation

and Wisdom. These dimensions, which act as parameters in the model of coaching that I am suggesting might be more appropriate than the business model **GROW** (Whitmore, 2002) with its focus upon ‘outcomes’ rather than a learning process in education are outlined below. Full details are in a SAGE Handbook (2012, in press)

Knowledge

‘Knowledge is power’, so said Francis Bacon, in 1597. Having power to make choices, to take responsibility and develop talent is crucial in education.

Networks

The brain appears to be a vastly interconnected network and is much like the Internet. Learning to exercise the brain improves how we learn. Using the Internet can enable knowledge to be accessed, shared and critiqued and aids creation of ‘new’ knowledge.

Orientation

The Spanish translation for ‘to mentor’ is ‘orientar’. Mentoring is an ingredient of coaching and vice versa. To orientate indicates finding direction, finding bearings within a mass of information that otherwise can confuse and distract the learner.

Wisdom

Wisdom enables the learned to use their knowledge for the benefit of humanity.

2.2.1 Mentoring and coaching in business

A publication by Parsloe and Wray, 2000, enabled me to refer my MA students to a simple, straightforward account of definitions of mentoring and coaching in business.

The distinction between coaching and mentoring is one of context or roles, responsibilities and relationships as both the processes that enable support and encourage learning to happen. All mentors seek to develop a special relationship as close as possible to the traditional concept of a trusted adviser and councilor. They can be more interested in improvements in performance and behaviour over a longer timescale, possibly a whole career than is the case with the necessary immediate results focus of a line manager, qualification supervisor or personal skills coach.... As far as general purposes and goals, and then saw his more often oriented towards an exchange of wisdom, support, learning or guidance the purpose of personal, spiritual, career or life growth; (mentoring is) sometimes used to achieve strategic business schools; content can be wide-ranging. Coaching is typically result -- performance orientated, success or goal directed with emphasis on taking action and sustaining changes over time; often used to improve performance in a specific area; more practice and theory driven; relied strongly on interpersonal skills.
(Parsloe & Wray, 2000, page 12).

This broad definition aims to make a distinction between coaching and mentoring for organisations with a typical line management structure. Parsloe and Wray draw upon

the GROW technique coaching which has origins in sports where it originated in Gallwey's, (1974), Inner Game of Tennis. The technique relies on using skilful questions and following a clear structure. GROW coaching model works like this;

establish the *Goal*
examine the *Reality*
consider all *Options*
confirm the *Will* to act

2.2.2 Business models adapted to UK education

It seems, from my research into coaching in business, that this approximates quite closely to mentoring in Education. Non-directive coaching, which is used to review and refine established practice, has long been an aspect of 'mentoring'. Directive coaching is akin to specialist coaching as defined in England's National Framework. Following its widespread use within business, GROW was adopted by the education fraternity and it sits well within the mindset of managerialism and leadership which is currently de rigeur in schools. The emphasis on goal setting and skills lends itself well to attainment targets, performance management and league tables but how far does coaching fit into the school situation in supporting the wider learning curriculum, the education beyond goals, league tables and performance management? The National Framework attempts to set out principles for both mentoring and coaching and it also acknowledges that there is a considerable overlap between the two. Both involve a learning conversation, a thoughtful relationship, a learning agreement, combining support from fellow professional learners and specialist, growing self direction, setting challenging and personal goals, understanding why different approaches work, and knowledge of the benefits to the mentor's in coaches, experimenting and observing and using resources effectively (according to CUREE). So how far the mentoring and coaching differ and why is there such interest in coaching in schools?

The Harvard Business School Press Published a *Guide to Coaching and Mentoring* in 2004 and it refers readers back to Homer's tale as modelling the origin of 'mentoring'. This publication states that (page 76) today we generally define a 'mentor' as a wise and trusted adviser. Mentoring, then, is the offering of advice, of information or of guidance by a person with useful experience, skills, or with expertise to assist another individual's personal and professional development. Mentoring then aims to support individuals' development through both *career* and *psychosocial* functions. Kram, (1983), articulated these functions involving sponsorship, coaching, protection, exposure and challenge

... the scope of mentoring is lastly greater than coaching, which is, in itself, a small subset of mentoring. Psychosocial-personal functions include role modelling, counselling, acceptance and confirmation and friendship. (Kram, 1983, page 77).

It seems that the National Framework devised by CUREE (because of its greater emphasis on coaching rather than mentoring) is influenced by and subsequently has influenced teaching as being predominantly goal-focused, skills-based and outcome orientated. Whether this is appropriate orientation for the profession of teaching is increasingly questionable. If Education in schools become entirely *outcome* orientated rather than *process* focused there might be a danger that the next generation will see achievement in terms of short-term goals as the only viable measure against which they will evaluate society. The danger in this is that appearance will matter above all

and education in its broadest sense will suffer as those children who cannot achieve exam success are left behind and rejected as valuable members of society at large.

Staying with the business origins of publications relating to mentoring and coaching, we find Guinness and Smith's, (2007), work focuses on mentoring and coaching as *transformation*. They explain that coaching is about *contracting*, which has to be created and agreed to by both parties. It must reflect expectations of organisations and professions involved in setting the ground rules of accountability, expectations and relationship. Boundaries are agreed and a working alliance is closely structured with a strong emphasis (which is undoubtedly a useful ingredient of initial training and CPD for teachers), in ways of listening (pages 210 - 214). Asking good-quality questions is surely a vitally important skill. I applaud the mention of the *putative* questions which not only invite active enquiry but also create an emotional shift in a person being asked. In future manifestations of the National Framework, I think it would the International Coach Federation code of ethics needs to be drawn upon, which sets out seven steps that are essential to the evolution of a coaching culture.

These align quite closely to the way in which coaching is imported into schools:

- Step one;** the organisation employs coaches to some of its leaders.
- Step two:** the organisation develops its own coaching and mentoring capacity.
- Step three:** the organisation actively supports coaching endeavours.
- Step four:** coaching becomes the norm to individuals, and the organisation.
- Step five:** coaching becomes embedded in performance management processes
- Step six:** coaching becomes a predominant style of managing throughout
- Step seven:** coaching becomes how we do business with all our stakeholders.

The danger is that schools will overlook that their role in society is more than that of just achieving short-term outcomes, higher exam grades and more university entrants. Brockbank's and McGill's, (2006), *Guide to Facilitating Reflective Learning through Mentoring and Coaching* takes a more studied view than many of the 'how to' guides available. It draws upon evolutionary approaches, philosophy and education. In their section devoted to explaining mentoring express a useful idea that definitions of mentoring can be used without clarification of the philosophical basis of the activity, the approach taken and the intended learning outcome (page 63). Mentoring, they explain, certainly that modelled upon business concepts, is largely a functionalist approach. The advantage of such an approach is that it makes evaluation possible. 'Success' is measured by how far these objectives are outcomes have been achieved.

Co-active Coaching (Whitworth et al, 1998) has much to offer in terms of a mentor in terms of the skills of listening, intuition, curiosity, action learning and self-management. Coaching embodying transactional analysis (Hay, 1996), is based on the work of Eric Berne This is well-suited to school-based practice and, incidentally, underpinned the qualification in structured mentoring that I studied for is a school-based mentor. The 'people skills' that are at the heart of this model of coaching assist with handling conflict and dealing with tensions and stress. Positive psychology coaching, (Biswas, Diener et al, 2007), which puts the science of happiness to work, would not come amiss. There is so much more to coaching than building leadership capacity, (Tolhurst, 2006), and, while this is a useful strategy, not everyone can be a leader because that very term necessitate that some are followers.

The use of coaching to support teachers in improving their practice has, according to Rhodes (2002), been explored in Holland. He refers to research by Veenman, (1995), and Veenman et al, (1998), who studied the impact of skills training in coaching ‘on the efficacy of school counselors, primary schoolteachers and school principals as coaches of teachers.’ (Page 298). Rhodes proceeds to suggest that coaching and mentoring within a corporate business learning environment might ‘be pertinent to draw upon... to explore coaching, mentoring and peer networking relationships.’ (Page 300). One of the (many) difficulties of importing business practice into Education is that the distinctions between mentoring and coaching are not necessarily the same as they are in Education and their relative aims and underpinning values differ.

2.3 Mentoring and coaching for education

Exploring an overview of coaching, as I am attempting to do here, across education, sports and business, I visualise a pattern something like that depicted in Figure 4.



Figure 4: Interrelationships of mentoring, coaching, training and counselling

While each of the four aspects is distinct, there is a possibility of cross fertilisation between these four. Mentoring sits alongside coaching, once thought as a subset of mentoring in education, many educators would now regard mentoring and coaching as equal in their relevance to developing educational practices. Both training and counselling skills underpin good practice in mentoring and in coaching and coaching often draws on training (instructional coaching) and mentoring draws on counselling (understanding the emotional responses of a mentee are crucial to good practice). The arrows indicate that learning potentially emanates from any but, not necessarily all, combinations of mentoring and coaching, training and counselling. Context will determine the effective combination and learning will be ‘situated’ in its context. This perspective reflects research by Lave & Wenger, (1991), into ‘Situated Learning’. Longer term learning support strategies that peer learning relationships can offer are sometimes squeezed out in the race to deliver a performance focused agenda. This situation is likely to be aggravated where a ‘performance’ approach to coaching is borrowed from non education contexts without regard to subtle differences therein.

Confusion appears to arise over the relative purposes of mentoring and coaching.

‘Mentoring’, according to the National Framework for Mentoring and Coaching, (2005), supports induction and career transition, while ‘coaching’ is said to lead to knowledge creation. I agree with CUREE that mentoring and coaching overlap. I agree that coaching has a place in assisting the initial and continuing professional development of teachers. Where I differ from CUREE is that, in my opinion, the National Framework does not reflect deep understanding of the potential of coaching and of the different models that are undoubtedly useful to assist teachers own CPD.

Evolutionary mentoring, according to Brockbank and McGill, (2006), is an agreed activity between mentor and client with goals generated by and for the client. The process is person centred and the learning outcome is transformation. The process has person centred characteristics and the learning outcome is identified as the transformation into a satisfactory life structure that contains the (Jungian) Dream. (Page 76). The kind of mentoring and coaching that is being encouraged by the National Framework seems to be a long way from enabling such lofty outcomes in terms of transformation and holistic support for all teachers. On the basis of a review of mentoring literature from 1978 to 1999), Roberts, (2000), offers a definition of mentoring as a formalised process whereby

a more knowledgeable and experienced person actuates a supportive role of overseeing an encouraging reflection and learning with another less experienced and knowledgeable person so as to facilitate that person's career and personal development (Roberts, 2000, page162).

In my opinion, one of the most useful aspects of Brockbank and McGill's book is its final section about the need for supervision and support for mentors and coaches. This aspect is often overlooked.

2007 saw the publication of two books on mentoring and coaching published by the Open University press. Connor and Pokora's ‘Coaching and Mentoring at Work’ and Pask and Joy's ‘Mentoring-coaching; a guide to educational professional’ explore the principles behind mentoring and coaching in organisations and mentoring and coaching in education. In Connor and Pokora's work, definitions of coaching and mentoring definitions are said to derive from psychological approaches to motivation, learning, goal setting and behavioural change. In the parallel publication for education by Pask and Joy, professional mentoring and coaching is aligned to a single activity mentoring-coaching, which has its roots in Greek mythology. Its focus is more markedly on mentoring and coaching but extends the traditional mentoring model to one of contracting which arises from coaching behaviours. Mentoring-coaching in Pask and Joy is defined as a voluntary and equal relationship and borrows the terminology of *client* from coaching in business circles rather than talking about the more usual terminology employed in education; *mentee*.

There is reference to double loop learning (Argyris, 1977) and there is a short section (page 103) relating to ethical competences in terms of definitions, competencies as an outcome of mentoring coaching, values and principles, the rules which are needed to generate the ethos derived from values, harmony between values, ethics and solutions, and what does ethical competence entail? I must say this is not a definition of ‘ethics’ that I would recognize and it does not relate to any of the established ethics writers in Education. A capacity to be flexible and a deep sense of purpose are not necessarily related to ethical competence. A determination not to cause unnecessary harm echoes Frankena's ethics (1973). What is interesting is that the model of enquiry embodied in

the publication by Pask and Joy, which focuses on what they term the '4-D cycle' of Appreciative Inquiry (Cooperrider & Whitney, 2005). The integration of Appreciative Inquiry in mentoring, allied with coaching, is very close to my own conceptualization.

When I was a pupil at school *coaching* was what you took on if you had not done well as an examinee and needed to pass your re-sit. Coaching is geared to remedial work and coaching was geared to improving your examination performance. You took on tennis coaching if you wanted to improve your stroke and only if sports coaching was provided by my school. At that time 'mentoring' was not a word in current use and did not arise to any great extent until after speech by the then Secretary of State, Kenneth Clarke who effectively moved the training of novice teachers from HEI into schools. Coaching was also what athletes were involved in so that they could perform better. There was no concept of *ontological coaching* (O'Connor, 2007) or *neurolinguistic programming* as coaching, (O'Connor, 2004), and Gallway's, (1986), Inner Game of Tennis had not been applied to school situations for teachers' initial training or CPD.

According to CUREE's website at <http://www.curee.co.uk>, definitions of mentoring and coaching arose from discussion among the teachers in consultation groups. The resulting document, which came from these consultation meetings, identified three core concepts mentoring, specialist coaching and collaborative (co-) coaching. A count along the bookshelves in any high street booksellers would have shown that there were actually almost no books devoted to coaching in schools when the CUREE document was published. Reflecting a need perhaps to fill a perceived gap since that time and reflecting current trends in schools' operation, authors (Tolhurst, 2006; Pask and Joy, 2007 and Cruddas, 2005) have busily written handbooks for schools. With 'mentoring for leadership' (Tolhurst, 2006) 'mentoring for learners' (Cruddas, 2005) and 'mentoring-coaching for general educational use', school handbooks now abound.

According to CUREE, 'mentoring' is useful to a practitioner at the beginning of his or her career, at times of significant career change or in response to specific, significant challenges. 'Specialist coaching' is useful to a practitioner at any stage in his or her career, in developing a deeper and more sophisticated understanding of existing and new approaches. 'Co-coaching' is useful to a practitioner at any stage in his/her career following specialist imports and whenever professional learners are seeking to review an enhanced practice. There has now been so much cross-over between these definitions that it has been almost impossible to tease out the differences, except to say that generally speaking mentoring is seen as a long-term, holistic professional relationship and coaching a more intense, short-term and goal orientated relationship.

Perhaps the reason that CUREE has highlighted coaching is that they have borrowed a business model and transferred it into a school setting. They have given a new name to the activity that has long been practised between cooperating teachers involved in their in-service training. What appears to be missing from CUREE's definitions is the activity one could call Co-mentoring (Kochan & Trimble, 2000)

Our relationship became a communal one. The mentee was not someone waiting to be discovered but rather someone discovering herself, and the mentor, rather than serving as a font or perfect knowledge, became a co-learner in a process of discovery.' (Kochan & Trimble, 2000, page 21)

My definition is this; co-mentoring is about sharing the journey to discovering values, skills and understandings and co-creating educational knowledge in the process. The impact in educational terms is a synergy between researchers who are (traditionally) concerned with academic research 'upon teachers' and researchers concerned with practice. Research mentoring provide the link. (Fletcher; 2005)

According to CUREE, while mentors relate practice to assessment and accreditation frameworks, 'specialist' coaches establish buffer zones between coaching and other formal relationships and 'co-coaches' set aside existing relationships that are based on experience, hierarchy, power or friendship. But in the model of mentoring as co-enquiry expounded by Mullen, (1999), and Brooks and Sikes, (1997), mentoring was not related to assessment and accreditation. It was heralded as quasi *democratization*. Could it be that secure a model does not stand too close attention to detail in reality? Certainly, it does not seem to draw on previous literature, which set out different models of mentoring but launches with excitement into making claims about coaching instead. What exactly does *specialist coaches establish buffer zones between coaching and other formal relationships* mean here? Clearly, in discussions about coaching, concerns are sometimes to raise that it overlaps with counseling. Similar concerns were raised about mentoring in initial teacher education in the early 1990s.

CUREE's Framework for co-coaching sets aside existing relationships based on experience, hierarchy, power or friendship and this relates to critical friendship. It follows that specialist coaches and mentors also set aside existing relationship based on experience, hierarchy, power or friendship. According to the National Framework, while mentors respond proactively to model the expertise to acquire and adapt to new knowledge and so do specialist coaches, co-coaches seek out specialist expertise and respond proactive they do it to acquire and attract new knowledge. According to the Framework, mentoring is a structured process to supporting professional learners through significant career transitions. Specialist coaching is a structured process through enabling the development of a specific aspect of a professional learners practice. Co-coaching is a structured sustained process where professional learners can embed new knowledge and skills from specialist sources in day-to-day practice.

The role of the research facilitator or tutor *should* involve mentoring and coaching. If becoming a teacher researcher is a bolt on extra to being a classroom teacher then one might see it as a significant career transition. In which case one would call it research mentoring to use the terminology that CUREE suggests. If, on the other hand, teacher research is part and parcel of what classroom teachers do it is not a significant career transition but simply a matter of learning some skills and thus it is coaching. Moving on those teachers are able to but rarely draw on academic research to a position where they could create knowledge through sustained systematic research into their practice is a major career transition. Thus, I would define 'research mentoring' as enabling teachers to research for and with one another. They are moving from the traditional role of accepting that knowledge creation occurs largely in academe. That being so, the transition is more fundamental than simply a gaining new knowledge and skills from specialist sources, which is the definition underpinning CUREE's *co-coaching*.

Lofthouse's CfBT study, (2010), focuses on educational sources rather than business and it offers us a definition of coaching, thoughtfully distinguished from mentoring:

Coaching is usually focused on professional dialogue designed to aid the coachee in developing specific skills to enhance their teaching repertoire. For teachers, it often supports experimentation with new classroom strategies and coaches are not normally in positions of line management in relationship to their coachee. The focus of the coaching is usually selected by the coachee and the process provides opportunities for reflection and problem solving for both coach and coachee. In contrast to mentoring, Coaching tends to have its roots in psychotherapy and counseling. (Lofthouse, 2010, page 8)

As in mentoring, ‘establishment of trust is paramount.’ Tensions are likely to arise unless ‘confidentiality is assured.’ (page 10). This study also points out some of the potential problems implicit in embedding coaching in a school improvement culture. It warns that ‘coaching in the school target-generating and monitoring procedures ... may deter participants from exploiting some of the potential to share and tackle personal concerns and queries relating to practice that coaching can offer.’ (page 10) Drawing on interviews with coaches, this report identifies coaching’s applications:

- sharing classroom practice with a colleague
- judging the quality of practice and seeking or giving feedback
- supporting induction or career transition
- working toward a school or department development priority
- supporting a professional development course or Masters level study
- a performance management target (page 14)

Questioning plays a more central role in coaching than in mentoring since the coach seeks to draw learning from the coachee, rather than passing on existing knowledge. O’Connor & Lages (2007) emphasise its importance where they state ‘Knowing how to ask questions is the first core skill of coaching. Questions guide (clients’) attention and test the coach’s hypotheses about the situation. All models of coaching agree on this and NLP (Neuro Linguistic Programmed) coaching and ontological coaching deal with the linguistic aspect of questions in depth.’ (Page 164). De Haan (2008) goes further and recommends ‘What? How? and Who? types of questions for coaching. Various techniques for using questions to develop coaching conversation are also explored by Parsloe and Leedham (2009). Sections about ‘Observant Listening’ and ‘Feedback for adult learners’ are applicable for educational coaching and coach education practices. While some authors stress the usefulness of questioning, McLeod (2004) highlights the value of silence; ‘The real work of coaching is done in the coachees’ episodes of thinking and feeling in which the coach plays no part other than silent witness,’ (page 9).

Many authors are convinced that effective practice in coaching lies in conversation, a point developed by Cheliotis and Reilly, (2010), who explain that ineffective coach – coachee conversations often result when people engage in four unproductive patterns of listening; judgement or criticism; autobiographical listening (the need that a coach can easily succumb to, in interceding about his/her own experiences); inquisitive listening (inquisitiveness about irrelevancies) and solutions listening (not listening to what is said but thinking only about offering solutions). ‘Coach-like’ leaders communicate through their conversations that they see themselves as partners. (page 15). Additionally, conversations can draw out creative learning and can sustain a democratic growth of knowledge. At the same time as enabling the coachee to

improve their practice, the coach is making sense of their own practice by analysing the teaching and learning of their coachee... Not only does this feedback impact on the coach's own performance, but it enables him/her to make judgements about how best to support teachers. (Street & Temperley, 2005, page 89).

By developing coaching as collaborative enquiry the teaching profession could construct its own knowledge base. As Hiebert, Gallimore and Stigler, (2002), emphasise that the need, in Education, is for long term, school-based, collaborative professional development. Peer coaching may offer just such a pathway. The report produced for the TDA/NFER by Lord et al in 2008, examined the role of mentoring and coaching for professionals across England. It examines empirical and practice based evidence but omits several key studies. A comprehensive, rigorously researched evidence base is an urgent priority for coaching in educational contexts, and this includes research coaching. Bloom et al (2008) emphasize the importance of **Blended Coaching** in leadership but note 'Coaching is all the rage, yet it enjoys no common definition and little research has been done on its efficacy.' (Page 1).

Instructional coaching is becoming very popular in US schools. Developed at the University of Kansas, its impact has been researched by Knight and Cornett (2008). They have concluded that instructional coaching will adopt new teaching practices... and increase the likelihood that teachers will use the practices with a higher degree of quality inside the classroom when compared with teachers who do not receive such coaching support following professional development. There is much to commend the instructional coaching model. It aims to encourage dialogue and partnership between the instructional coach and classroom teacher. The coach is trained within a specially designed programme at the University of Kansas who claim their seven step induction model for introducing their own instructional coaching model into schools is robust.

Questions which arise about the viability and desirability of the instructional coach model relate to funding, time and quality of coaching. The instructional coaching model is labour intensive and the coaches are funded. In a current strained economic climate globally, educators consider whether sufficient time and money are available. Perhaps the more pertinent question is 'Can the Education community afford *not* to research the practice of coaching which is already so widespread in institutions?' As educators we need to know the impact of coaching on student learning and understand how using video to record coaching in the classroom may impact on student learning. Knight (2007) identifies a theoretical underpinning for several coaching books being used in schools, (page 16), including those relating to leadership coaching; Bloom et al, (2005), and Killion and Harrison, (2006), *Taking the lead; new roles for teachers and school-based coaches*. He does not specifically mention coaching manuals devised by practitioners and the surge in such publication occurred after this overview was researched. Toolkits devised for schools, like Allison and Harbour's, (2009) contain training and support material. Resources created by CUREE for mentoring and for coaching in schools are comprehensive and attractive and external investigation into their impact and effectiveness (over time) in schools in England is to be welcomed. Costa and Garmston, (2002), *Coaching; A Foundation for Renaissance Schools*, draws on cognitive coaching and like Kise's, (2006), *Differentiated Coaching; a framework for helping teachers change*, it appears valuable as it explains some of the challenges that are involved in coaching adult learners. Once again, research into their effectiveness, over time, in a range of school

contexts is needed. Kise usefully notes that one coaching model does not suit all and like Kise, Silver, (2009), points out that ‘Different coaching models exist and each model may require training that prepares coaches for service in different contexts’ (page 230). The research agenda beckons...

When Joyce and Showers wrote about the evolution of peer coaching in 1996, they looked back to their seminal research in 1981 to gauge how the practice of coaching had developed. In their early work, they tested the hypothesis that ‘regular (weekly) seminars would enable teachers to practice and implement the content they were learning. The seminars or coaching sessions focused on classroom implementation and the analysis of teaching, especially students’ responses.’ (Page1). In 1996, they revisited their own recommendations for peer coaching among small groups of teachers in school (not pairs). Insisting that peer coaching is neither an end in itself nor by itself a school improvement initiative, it must operate in a context of training, initiative and general school improvement. Coaching is not a tacked on extra but has to be integrated into the very fabric of any school, properly organised and enabled in a culture that can support it as just one approach among many as school improvement. Showers and Joyce detail their history of peer coaching in their 1996 paper, which reveals a different model from that which Lofthouse et al (2010) observed in schools. Joyce and Flowers envisaged teachers sharing teaching, planning together and pooling their experiences, not a few minutes watching one another teach, asking ‘How do you think that went?’ exploring what happened and yet avoiding posing any challenges.

While coaching is being offered in many schools, globally, one has yet to see research (beyond self reported anecdotes) that substantively confirms that coaching *does* assist students’ learning. According to Joyce and Showers, by sharing in teaching, planning and pooling experiences, teachers can practice their newly acquired skills and new strategies more appropriately than their counterparts who work alone to expand their teaching repertoires. What is very interesting, however, is that these expert educator-researchers, ‘found it necessary and important to omit verbal feedback as a coaching component. It is not clear why, precisely, but it seems that by omitting feedback the emphasis on ‘performance’ diminished while the overall positive impact of peer coaching sessions remained unchanged. The authors explain (page 2) that ‘numerous staff development practices are called ‘coaching’; ‘technical coaching’; ‘collegial coaching’; ‘challenge coaching’, ‘team coaching’; ‘cognitive coaching’ and also to the various uses of peer coaching to refer to traditional supervisory modes of pre-conference/observation/post-conference. They emphasise that ‘none of the models mentioned above should be confused with or used for evaluation of teachers’ and ‘Coaching is not the appropriate mechanism for gauging performance.’ (page3).

The reception of coaching in schools has not been universally welcoming. Hargreaves et al, (2002), point to opposition in some North American schools where it was seen as ‘imposed and contrived collegiality’. Unlike true collegiality where trust develops over time and through shared experience and dialogue coaching provided by an external agency can be inappropriate and may be viewed as an intrusion. When linked to performance management mechanisms, coaching has become decidedly unpopular. With confidentiality and a non-judgemental approach as underlying principles this is hardly surprising. One wonders if the meaning of performance in coaching literature has been hijacked as a means for education institutions to check up on their teachers. This echoes the point made earlier by Joyce and Showers (1996) regarding evaluation.

2.3.1 Definitions of mentoring and coaching; do they matter?

With such an abundance of definitions of mentoring and coaching and co-coaching and co-active coaching and mentoring as enquiry, we need to ask, *Why does the definition matter at all?* The same question arose during recent discussion within an e-seminar for the group that I can convene for The British Educational Research Association. Why it matters is that we need to ensure that we are using the same terminology in order to deepen our understanding about the potential of mentoring and coaching in enabling teachers and students to become researchers. Where I think Colley, (2003), overstated the case that a lack of clarity in defining mentoring and coaching leads one to believe that it does not merit such widespread practice, I feel that it is essential that there is sufficient understanding about various models of mentoring and coaching that informed conversation takes place, with a view to improving teaching and learning.

If the relationship that encourages teachers to undertake research is focused on coaching rather than mentoring it is likely to be looking at short term outcomes rather than radical changes in professional perspective. Research coaching is likely to emulate pre-existing models of research training especially when engaged with in non-directive form. If on the other hand, the practice of bringing teachers into research is regarded as a personal and professional transition not just in terms of individuals' behaviours but in terms of developing the profession of teaching from an instruction to an enquiry base, then research mentoring is more likely to actualise this. In framing my definitions of research mentoring and research coaching respectively, the recent publication by Wisker et al, (2008), is proving to be of great use to this end. The reason this work seems useful is that it differentiates between the different kinds of relationships that would bring about learning for research in a context where research mentoring is already practised. Using Wisker's definitions, however, leads me to abandon DCSF definitions of mentoring, specialist coaching and co-coaching.

Perhaps sensing the potentially complicated and diverse situation that it was getting into, CUREE has chosen to make some of its definitions rather opaque. Certainly the profession of teaching needs to clarify what it means by its terminology. Hobson et al's study in 2009 reveals some alarming shortcomings and perhaps these could have been, to some extent, foreseen in the Framework. One wonders if it still held true that *Mentoring is a high-risk activity* (Kelly, M., et al, 1995, page 256), or had problems been sorted out when the National Framework appeared in 2005 and was adopted by the Training and Development Agency in 2007? It seems not so from Hobson et al's investigation, It is possible that those teacher mentors most in need of training and preparation may continue to be the least likely to attend available courses, (page 214).

Until now, sustained and rigorous research into coaching in education contexts has been very limited. From being regarded as a minor subset of mentoring, coaching is increasingly seen as the transformational relationship to enhance all aspects and all sectors of education. However, it is crucial not to be swept up in an evangelical rush to proclaim coaching as the solution to every ill in educational practice. Coaching is not a quick fix, not a cheaper, shorter-term version of mentoring. Coaches need opportunities for sustained professional development and should be encouraged to research their own coaching. Bearing in mind Schön's models, (1988), a focus on

enabling students' learning and reflective practice by educators would provide a sturdy basis for developing suitable models for education. Unquestioning acceptance of popular business based coaching models is misguided and educators may need to re-examine the aims of education in order to recognise parameters for models appropriate for education contexts where competition is not the main motivational driver. Learning from business and sports models of coaching, incorporating strategies such as contracting and defining goals is likely to be useful to develop new concepts for coaching, like KNOW, for education. Whichever models of coaching are adapted from other professional contexts or which are developed specifically for education use, there is a need for research to provide us with an evidence base from which better practice, that promotes learning by students and educators, can evolve.

2.3.2 Locating my concept of mentoring

Mullen & Lick's writings, (1999), about *mentoring as synergy* aligned closely with positive experiences of mentoring I had enjoyed as a mentor in schools and in my work supporting mentoring of novice teachers. I was also, however, keenly aware that mentoring can and sometimes does have a negative impact upon mentees' learning. Recognising that matching mentors and mentees can be crucial to the success of the mentoring relationship, I encountered situations in my work with schools where the mentor became the tormentor (D. Mented, 1995) The Epilogue to Mullen & Lick's work recommends that mentors conduct collaborative action research and laments

educational cultures have yet to become places of productive and synergistic co-mentoring that benefit school participants as equal partners in research and publication' (Mullen & Lick, 1999, page 247).

My practice and theory of educational research mentoring is located within this context, as I strive to raise the profile of research by/for teachers.

My concept of mentoring as co-enquiry resides within the definition of 'alternative mentoring' that Mullen (2006) describes but I have already extended her ideas by incorporating 'generativity' as an underlying purpose of mentoring as co-enquiry. Mullen explains that alternative mentoring means the democratic process faculty student membership built upon power sharing professional relations and egalitarian structures. She distinguishes this from mentorship, which is an educational process focused on teaching and learning within dyads, groups and cultures. While there are aspects of my practices as a mentor that align with Mullen's definition of traditional mentoring (transmitting skills and knowledge by top-down means conserving to preserve existing cultural norms), my own mentorship is built upon professional and personal values about the sharing of power with for purposes of 'empowerment'.

Mullen's research into collaborative mentoring assists me in structuring my own research into working with teacher researchers. The use of case study as narrative followed by an interpretation of the case and then general principles applicable to coaching and mentoring is an enlightening approach I did not previously consider. Her conclusion that the key factor in ensuring the success of a graduate student in achieving a qualification is the relationship with the main professor, leads me to wonder if there is a parallel among teacher researchers in school. Will it be that the research coach will replace a major professor and the success of the teacher's research

will depend fundamentally on their relationship with such an individual in the future?

Furlong and Maynard's publication, (1995), enabled me to understand major models of mentoring in initial teacher training and I referred to them frequently both in my role as a research mentor for mentors and as a basis for developing my own model of mentoring, (2000). My model of mentoring adult learners, (2007), incorporated the ideas of Markus with regard to developing 'Positive Possible Selves' towards which to strive and this departed from the ITT models explained in Furlong and Maynard (i.e. the competency-based model and the reflective-practitioner model) and added substantively to the models of mentoring explained in Brooks and Sikes, (1997), namely the apprenticeship model and the mentor as a skilled craftsman; the competence-based model and the mentor as trainer; mentoring in the reflective practitioner tradition and the mentor as reflective coach and the mentor as co-enquirer where the 'co-enquiry priorities are negotiated with the learner playing a key role in identifying the focus for attention.' (Page 26). My view differs from Brooks' and Sikes' perspective that co-enquiry can only come into play once a student has gained core competences. In my opinion a student does need to achieve competence in all of the competences specified in programmes of study for learning to become a teacher. Novice teachers do not arrive to study for a PGCE as a blank slate without learning. Often they come with more advanced skills than their mentors particularly in terms of mastering ICT and it is in the interests of both mentor and student to regard learning to teach as a focus for co-enquiry from the outset with the mentor as learner as well.

I found Tomlinson's ideas, (1995), on assisting student teachers to reflect proactively a useful basis in my practice and theorising and I have drawn upon his ideas in my publications for the Wiltshire Journal of Education, (2000), and in my use of digital technology in assisting the process of mentoring and learning to teach, (2000, 2006). As I researched mentoring and undertook a sustained self-study of my own practice, (2003) I became increasingly aware of the potential of mentoring integrated with action research as a bridge between two research communities namely academic researchers in higher education and teacher researchers in schools. In addition I became increasingly aware that knowledge that I possessed was somehow different from that of my colleagues in Academe. McIntyre talks about two sharply contrasting kinds of knowledge at different ends of the spectrum (2005, 157). I explored bridging these with research mentoring providing the *missing link*, (2004), and as I did so, I held in mind my engagement with the writings of Margaret Wilkin during transition from being a school-based to a university-based mentor (in 1994-5). I was drawn particularly to her ideas about the changes she explains, which were close to those I encountered in the nature of relationships between teacher and university tutors.

With the trend to school-based training, the relationship between tutor and teacher is becoming one of greater inequality. As schools become more actively engaged in training, the authority of the teacher has increased and that of the tutor diminished and their respective responsibilities of being redefined. (Wilkin, 1994, page 39)

2.4 The Research Mentoring Relationship

How can I justify my claim that aim was to be egalitarian and shared power with a mentor? What I offered teachers with whom I worked was an opportunity to present at conferences alongside me and co-write publications, (2003), and I often acted as a

Research Officer in their workplace context, collecting and collating data for them and validating evidence, which we co-synthesised from data. Part of my support for egalitarian principles arose as a result of being mentor and by a colleague when I became a university lecturer and my awareness that I had to provide a positive report on activity if I was to achieve a successful conclusion to my probationary period. While my publication, 'From Mentor to Mentored', (1997), attempts to set out my conception of the stages through which I passed as a beginning researcher through critical engagement with the stages in initial teacher training set out in Furlong and Maynard's work, (1995), it did not seem advisable for me to engage in critique of my mentoring experience. The mentoring relationship that I encountered at the University was strongly hierarchical with my mentor deciding if I could be accepted into the community of academic researchers. Alongside this was the tension of supporting my mentor emotionally as she struggled to deal with her own strong feelings of rejection by the University because she did not have a track record as a researcher with publications.

2.5 Conclusion

To conclude, I would say that the main value of the National Framework is that it brings clarity to superficial commonalities between some definitions of mentoring and coaching. It seems ironic that the Centre for the Use of Research and Evidence in Education should apparently draw so little upon education literature such as Rhodes et al (2004) in constructing the National Framework. In addition, CUREE could usefully have located the practice of mentoring (and coaching) 'as integral to our approach to teaching and professionalism, (Hargreaves & Fullan, 2000, page 50), I would like to have seen some evidence of exploration of the differences between conceptualizations of mentoring in the US (Anderson, E. & Shannon, A.L, 1988) and in UK (Tomlinson, P., 1995; Furlong, J., & Maynard, A., 1995). The strength of the National Framework, which was adopted by the Teacher Training Agency in 2007, is that it offers potential ways for teachers to collaborate to improve their practice and generate knowledge.

Chapter 3: The Praxis of Teacher Research

3.00 Overview

In this chapter, there is an exploration of research undertaken by teachers with the intention of educating the researcher and those engaging with this research. This distinction is drawn in order to differentiate educational research (and thence educational research mentoring) from education research, which is that undertaken in education contexts, but not with a specific intention of educating teachers in schools.

3.1 Introduction

The knowledge resources of excellent teachers constitute a rich resource but one that is largely untapped because we have no procedures for systematizing it.

Systematization would require procedures for accumulating such knowledge and making it public, then connecting it to bodies of knowledge established through other methods and for vetting it for correctness and consistency. Snow (2001, page 9)

Ermeling's article, (2010), concludes that *the case study suggests that collaborative teacher enquiry systematically investigating shared problems to discover cause-effect connections between the instructional plans and student outcomes can lead to detectable changes in teachers practice* and goes on to say that these results are more likely to emerge when schools establish stable settings for teacher enquiry.

Huberman, M., (1990), highlighted the importance of *the establishment of multiple areas of collaboration between (researchers and practitioners) that transcend the impact of a single study.* (Page 363). Cochran-Smith (2008) et al suggest from 1970 onwards

It was generally agreed that professional development that was linked to student learning and curricular reform had to be embedded in the daily life of schools in order to be effective and needed to feature opportunities for teachers to inquire systematically about how teaching practices constructed learning opportunities for students and thus supported or constrained access to knowledge.

(Cochran-Smith et al, 2008, page 101).

The choice of the word 'systematic' echoes the OECD report in 2001 that defined research as '...creative work undertaken on a systematic basis to increase the stock of knowledge.' (Page 104). How far self-study is considered as *research* becomes a key question. Unless teachers' self studies are considered *research* they cannot expect to be engaged with by academic researchers. If they are simply self-study *stories* and are not grounded in systematic study and located with regard to appropriate educational research, they are unlikely to be taken seriously, either by academic or other teacher researchers. What is meant by systematic research in teacher education terms? Van Manen, (1991),

...there is reflection in anticipation of having to deal with pedagogical situations... there is the more systematic task orientated reflection of lesson planning. Planning is an exercise in systematic anticipatory thinking. (Van Manen, 1991, pages 102 - 3)

3.2 Self-study as teacher research

Loughran, (2002) explains that *the learning through self-study is intended to be used. The usefulness of a self-study begins with the individual.* (Page 224) However, the usefulness is limited and the self-study unlikely to count as research no matter how systematically it is undertaken unless it can be disseminated and engaged with critically by other researchers. Returning to the OECD report, (2001), criteria for what constitutes *research* can be summed up like this. Research depends upon

- a) the extent to which a study is grounded in empirical evidence.
- b) the extent to which a study has actual or potential generalized or theoretical import.
- c) an enacted intention to make it public.

Teachers will undertake research that is directly relevant to their own practice and I still hear the words of Rosemary echoing in my ears when I asked her. ‘Why don’t you take up Teacher Training Agency funding so you can study for an MA?’ and she replied, ‘What for? I’m drawing near the end of my career. I don’t want accreditation. I don’t see the point. My research is for me and my students in my class. It may sound selfish but that’s how it is.’ Is there an underlying message that we should be hearing in Rosemary’s decision not to seek accreditation? Is ‘My research is for me and for my students...’ a viable alternative to seeking accreditation that provides the kind of feedback and critical engagement that teachers like Rosemary might seek? How might I, a research mentor who teaches assist with such an alternative which, surely, exists? Rather than starting out from a problem-solving approach and, as a result of that staying in problem-solving mode, is there more *creative* way forward?

3.2.1 Who can and should generate educational knowledge?

In my opinion, knowledge about and for Education, is created by those engaged in it. This is to say that academe and schoolteachers need to find a way to enable teachers to study their own practice as a form of action research, with the view to bringing about change for the better in their schools. Additionally, this is likely to necessitate establishment of a body other than academe to ensure that representation of teachers’ research is of the highest possible quality. This possibility raises many questions;

- * How about a different kind of Academy which is able to evaluate teacher research in a way that offers a framework for teachers’ learning?
- * How about an Academy that recognizes teachers’ *learning*?
- * How about a teacher learning academy that offered stages of recognition for the process of teachers’ learning?
- * What if the process representing teacher research to such a body is not a one-off pass or fail as it tends to be getting a PhD or MA in the conventional route gaining accreditation clarify education institution?
- * What kinds of questions could a teacher learning academy ask?
- * What kind of structure that involves mentoring and coaching could support teachers’ research to complements the very best of academics’ research?

The wonder of it all is that such an Academy currently exists and it already offers recognition through 4 stages of (well-supported) progression for teachers’ learning.

(We can learn more about the Teacher Learning Academy's role in teacher's CPD and the stages of recognition that it offers at <http://www.teacherlearningacademy.org.uk>)

However, as I write this thesis, news has reached me (06/23/11) that the Teacher Learning Academy has been taken over a group of universities and will become part of Academe. One hopes that the vision that the TLA has brought to reality will thrive.

3.2.2 Which kinds of teacher research generate knowledge?

According to Stoll, (2003), schools can engage in three interconnected forms of enquiry, all of which can be done independently or in collaboration with external researchers or consultants;

- 1) Research and evaluation across a school, in departments and by individual classroom teachers.
- 2) A more systematic approach to collecting, analyzing and using data and evidence in the course of ongoing work e.g. in relation to pupils exam and test results, attitude surveys and external inspection reports.
- 3) Seeking out and using relevant practical research by external examiners.

In my experience as a practitioner researcher, working in schools and universities, and as a consultant research mentor supporting teachers, professional development in England and Japan, there is a fourth interconnected form of enquiry. Teachers need to be committed to and engaged in generating a body of professional knowledge that will complement the best research undertaken as *academic research*. By doing so, I believe we would see '*professionalisation*' of the teaching force, globally. For some school teachers, becoming researchers is just a small step from being a researcher in academe as part of degree studies. For others becoming a teacher researcher means a complete change of mindset from that of classroom teacher to 'knowledge creator'.

3.2.3 How do I locate my learning with regard to teacher research?

What do I mean by *locate*? If I wrote an account of my work as a teacher researcher mentor in a way that is to be regarded as properly rigorous and valid I would need to demonstrate I am aware of others' research and learning in the same field. This can be demonstrated by showing that I have engaged critically with the theory and practice of teaching research in a sustained and systematic way over a period of time. Without such linkage I am simply creating an account that might be seen to be unsupported in any claims to know. The difficulty in locating my research is that because there is a dearth of literature written by other teacher research mentors I am effectively writing in a vacuum. It could well be that other teacher research mentors have written accounts of work, for example in Masters level studies at universities, but (unless it is in a published source) I am unable to access it. What I can do is to find those areas of research mentoring that align most closely to my own. This is how I have lighted upon published accounts of research mentoring in university contexts that so far have not come across practitioners' accounts about teacher research mentoring in schools.

The UK tradition for teacher research is set out on website for the Department for Children, Schools and Families' at <http://www.teachernet.gov.uk> and follows in the

wake of a TTA and DfES Conference in 2001 where I was invited to run a session for the invited guests. During the conference Jean Ruddock addressed the audience ‘I remember in the mid ‘70s my partner Laurence Stenhouse ... struggling with a ground breaking chapter on the teacher as researcher ... research leads teachers back to the things that lie at the heart of their professionalism: pupils, teaching and learning. Research is a way of giving control back to teachers.’ I felt invigorated and inspired by Jean Ruddock’s words. In my role as a teacher research mentor, I supported teachers to ask the kinds of research questions that were of immediate use to them, research could be managed as part of their daily work in school and I waited to see their eyes light up as they talked about their work before I said That’s it! There is your research question! Now let’s explore how you might answer it?’ There wasn’t a starting point with a problem but with a flush of energy and excitement. Here is a selection of the research questions that teachers have worked on alongside me as their research mentor. I think you can see that these are truly practitioners’ enquiries:

- How does my coaching of year 2 teachers impact on their practice and mine?
- How can I develop a scheme of work aimed at higher ability pupils?
- How can I improve my mentoring for a PGCE student under my supervision?
- How can we improve the design of folder work within design and technology?
- How can we develop the creativity of key stage 4 pupils in our school?

What I see in a ‘good’ question is a close identification of a group of students with whom a teacher wants to work to improve everyone’s learning (especially the teacher’s) and I used to ask questions to find when, where as well as how research would be undertaken. Bringing the ‘How can I?’ and ‘How can we?’ questions to the fore encouraged ownership of the process and the outcomes of enquiry, vital in an (already) overcrowded timetable. While Elliott (1994) talks of enabling *control*, ‘The rationale for involving teachers as researchers of their own practice is connected to an aspiration to give them control over what is to count as knowledge about practice.’ I want to go further than Elliott by sharing a research process with teachers working alongside me rather what seems like ‘handing down’ control. In my conceptualization of teacher research mentoring, the teacher is the expert working with me as the expert mentor and coach. Teachers own their knowledge rather than me, as I know nothing except through their expression of their learning. As a coach I am seeking to draw out, through skilful questioning, knowledge that can emerge, through teachers’ enquiries.

I want the obvious? Teacher research is research undertaken by teachers for teachers and other researchers. It may or may not be action research. It might be ethnography, for example. It could be qualitative and/or quantitative research. That all depends of fitness for purpose. Hitchcock and Hughes (1989) do not soften their words as they set out common assumptions: ‘teacher’ and ‘research’ are mutually exclusive; doubts are raised about the knowledge base from which teachers might carry out research; they have not received any training in the skills required and lack the appropriate objectivity or distance from the subject of their research; (and my view) teacher research viewed as a critical, reflexive and professionally oriented activity might be regarded as the most ‘crucial ingredient in the teacher’s professional role’ (page 8).

3.2.4 Mentoring as research in a teaching and learning partnership

Inspired by sensing recognition that all teachers should be enabled to be knowledge creators and not just transmitters of (others') knowledge, I took note of the article by Ginns et al, (2001), and set to work changing how I tutored the PGCE programme for Modern Languages at the University of Bath. I integrated an action research approach in assignments and when working with my group of novice teachers and their mentors in practicum schools. In 2001, I decided to experiment. I was by then a PGCE tutor at the University of Bath for a languages cohort. I began to wonder what it would be to integrate an introduction to action research in my programme. Using a *living theory* approach, (Whitehead, 1989), I integrated my own concept of mentoring as personal and professional development through co-enquiry into a curriculum that assisted the novice teachers to gain qualified teacher status. I was intent on and the induction of my cohort of novice teachers into the *scholarship of teaching*. Aristotle, reportedly, proclaimed that, '*Teaching is the highest form of understanding*'.

According to Boyer, (1990), *As a scholarly enterprise, teaching begins with what the teacher knows. Those who teach must, above all, be well-informed and steeped in the knowledge of their fields.* In my role as a practitioner researcher, I was also engaging the novice teachers in the application of knowledge along the lines of Boyer's scholarship of application. He defines this in terms of a scholar asking how knowledge can be responsibly applied to consequential problems and how knowledge can be helpful to individuals as well as to institutions. Once again, I can detect the *appreciative* base and the underlying assumption that it is crucial to apply knowledge. This differs markedly from the problem-solving action research that underlies a living theory approach/methodology. I use both 'approach' and 'methodology', in reviewing living educational theory and challenge, simultaneously, by asking, *What might be the educational implications of moving from a problem-solving approach in mentoring as collaborative enquiry to a more appreciative base?* Immediately, mentoring becomes more than the provision of personal and professional support within a *deficit* model.

Perhaps in order to distinguish mentoring in initial teacher training from the notion of coaching as addressing some deficit and to reflect, perhaps, a *personal* as well as an *intellectual* focus in such a relationship, schools have tended to adopt 'mentoring' to indicate arrangements where pupils have one-to-one tutoring to support their learning. Wisker's et al's, (2008), definition of 'mentoring' resides in a skills-based realm. My concept of mentoring focuses on a personal and professional process of development incorporating appreciative, collaborative enquiry. Mentoring is a process of personal and professional development that affirms what is being achieved rather than looking to solve problems as its starting point. Mentoring does involve skills building through coaching but its focus is on *holistic* development rather than focusing solely on skills.

I videoed James' teaching in class, during the period when he was a member of my PGCE cohort. I had his permission to use these clips for research purposes. In the first clip, we see James talking to his class and he does not notice it in front of him one of the children is not listening. It isn't a problem and the boy does not cause trouble. James is teaching well and the majority of the class is fully engaged with what he is saying. In clip two, we see James is looking at the video of this lesson. He points out that he sees one of the children, who appears to be slightly distracted. My role, as a mentor, is to remind and reassure him that the majority of his class was fully

attentive and to ask him if he could think of a way of enabling this pupil to be more responsive. In the next video clip, James has returned to his class and we can see him crouching next to the boy, not in a threatening or aggressive way but in a friendly manner, approaching him on his own level and engaging him in eye contact. In a third clip, James and I are talking. James is taking the lead in pointing out (and affirming) what has been achieved by (slightly) adjusting his class management.

Similarly, if we listen to the soundtrack for the video, which shows Ruth and myself immediately after a lesson that I have observed, we see that I hand over responsibility, as we are talking about a lesson, to the novice teacher. I want to draw out from her what she feels has gone well and to sustain this dialogue of *appreciation* but without denying that there are areas that we must attend to and strengthen through discussion. Without realising it, my research approach as a practitioner, when I was a full-time lecturer at the University of Bath, was one of Appreciative Inquiry. I was not starting from a denial of my values or the denial of my students' values, Whitehead, 1989). I was starting from appreciation of what was going well and extending my *appreciation* by encouraging novice teachers to adopt this positive lens as a teacher. We would practice visualising what it was like to get into a potentially threatening situation, for example, in an interview, a parents evening, or what might evolve into confrontation in the classroom. Using the concept of 'possible selves' in my previous work with a PGCE cohort, I applied this approach (with an *appreciative* action research approach) to assist in initial and ongoing development of schoolteachers with whom I worked.

My cohorts of novice teachers in 2000 and 2001 were encouraged to be accountable for living their professional and personal values in their teaching. In the first cohort, I was grateful for support and intervention from Jack Whitehead, a next-door colleague. He gave me valuable assistance in seeking validation of any claims that I might make about the effectiveness of the system that I was developing by interviewing my novice teachers about how far they felt that the work with me had been a positive experience. He also assisted in videoing my teaching as a way for me to develop my learning as a relative newcomer to higher education post being a teacher in school for twenty years. In 2001, I began to develop an evolved system of integrating action research, tutoring and mentoring. I distinguish between tutoring and mentoring in much the same way that Wisker (2008) has done. Mentoring, she says, is both a peer process and one that is hierarchically constructed and while the mentor is chosen for their experience in the professional work-related tasks and the mentee is chosen or chooses to work with the mentor in order to develop their skills and expand their experiences and insights. It is a form of development between professional or academic mentor and students and is often used in the development of work-related skills, professional behaviour and role completion. (Page 61).

As a tutor, it was my role to ensure that my students followed the programme of study towards qualified teacher status that the University had established. There were also elements of personal tutoring in my work with my novice teachers which, in Wisker's definition equates to facilitating personal development, monitoring their progress, providing a link between novice teachers and the University's authorities, to be the responsible adult within the organisation in whom a novice teacher can confide and to intervene with the university authorities and schools on behalf of my novice teachers.

...teacher educators themselves should continually be adapting, adjusting and altering their practice in response to the needs and concerns of their students in their context. Teacher educators' self-studies should then be important in helping others interpret and utilize the knowledge gained from such studies in their own work... (Loughran, 2002, page 242)

3.3 Review of selected literature relating to research preparation

I have used a *self-study* approach to researching my own practice as well since in the research mentoring I undertake for and with teachers and students. This explains why I have referred to self study issues, explored here in some depth, in Chapter 4 as well.

3.3.1 Self-study as research

There are ongoing debates about how far self-study is *research* in the traditional sense as there can be no 'control group' and validating claims to know can be viewed with suspicion. Self-study is considered narrow in focus and, in my experience as a self-study researcher for many years, is attacked for its bias and its lack of 'objectivity'. While self-study is regarded as a valuable means to understand one's learning and promoting, its development it cannot be undertaken in isolation from other activity. Combined with mentoring and coaching, where the coach and/or mentor can act as a 'validator' and critical friend, (Campbell, 2004), it sustains its standing as *research*. Consequently, a suitably trained, resourced cohort of research mentors and coaches is needed to support teachers in the process of undertaking high quality research – and running this cohort is not something that can be established in a few training sessions.

3.3.2 Critical engagement with the BPRS Scheme

Since the Best Practice Research Scholarship Scheme has been a major influence on my own concept of research mentoring, I will start my review of literature relating to teachers' research with the BPRS evaluation report produced by Furlong, Salisbury & Coombs in 2003 commissioned by the DfES. BPRS ran from 2000 to 2004 and each year around a thousand scholarships of up to £3000 each were available to serving classroom teachers to engage in supported, school focused research but with three *gains* to these scholarships according to the DfES, which were to enable teachers to;

- enhance their professional practice
- engage and encourage the sharing of effective practice and professional knowledge within the teacher's school and wider educational community
- develop their professional knowledge, understanding and confidence.

Projects were intended to take place over a whole school year. In spring, potential Scholars submitted their research proposals, which were reviewed by a panel of experts and successful applicant undertook their projects the following academic year. Each scholar had to appoint a mentor from an HEI, LEA or EAZ. Mentors had a particular responsibility to supporting the scholar with the research process. The evaluation by Furlong et al (2003) focuses on one cohort in 2001-2 where 1569 applications were received with an acceptance rate of 66% (1000). 100 cases were

studied with a sample showing variation in terms of mentor origin, group or individual projects, age, ethnicity, project topics. Of the sample individual scholars acted as case studies. There was an interview of around an hour and perusal of available documentary evidence relevant to their research. In some cases, there were interviews with groups of children. An interview was also undertaken with the scholar's headteacher or another appropriate senior colleague within the School. A follow up telephone call was conducted that the scholar's mentor.

On page 15, the report observes that a majority of projects used recognizable research techniques. In descending order these were; observation, questionnaires, interviews which far outstripped analysis of performance data, focus groups, reflective diaries and video as well as pupil assessment and pupil case studies. Looking ahead to my own creation of web-based resources to support teachers' research perhaps I should have used this hierarchy of research methods to determine what kind of web-based resources to produce. Thus, for example, creating questionnaires, learning how to interview and observe should perhaps take precedence over resources to show how to write reflective diaries in creating video? On the other hand, since this report was written, there has been a surge of interest largely supported by the National Teacher Research Panel in the use of video in teachers' research and the emphasis on the kind of research methods used has undoubtedly been influenced by the introduction of the Teacher Learning Academy's four stages of recognition for teachers' learning, which specify how teachers are to write up their reports in terms of their 'learning journey'.

According to the report, projects varied substantially in the degree to which they attempted to follow established research procedures. The basis of this claim appears to be that the projects varied in terms of the degree to which they were based on a systematic review of what was already known from the literature in teachers' choice of focus. It has to be said that level one reports from teachers were very short and it could be that teachers undertook systematic reviews of literature but did not include these in their review. It might of course be that they did not read very widely and this is the premise that the report writers investigate. Some teachers used the funding not research but to create resources for learning (page 18). One teacher says *I didn't want to read too much before I did my own study*. That may be so but here we are seeing a teacher research approach to engaging in enquiry that differs from a traditionally academic approach of reading widely prior to engaging in study. One has to bear in mind how teachers plan their lessons and they would hardly read everything about the subject day to teach. As a general rule, teachers read specifically or access resources specifically *after* they have decided what to teach, How teachers teach would have a specific and significant impact upon how they research. I recall working with Emma Kirby, an Advanced Skills teacher and student (not a linear thinker) being presented with a pro forma for her MA. It required that she act in a linear way; planning one step to lead to the next but she found this impossible. Eventually she planned to research as she would plan a lesson; visualising a holistic of how her end result would look and then concurrently working 'backwards' from that and 'forwards' to her goal.

BPRS scholarship was used as a form of professional development and I have to say that I included my own professional development as one of these teachers working towards this goal. The discourse of research enabled teachers (and also, I would say, myself) to change and improve their practice within their particular education context.

The movement between research and development was in most cases very rapid and almost seamless (page 18). This would appear them to be the most dynamic of action research scenarios where as soon as a teacher encounters new findings, hunches or insights these were used to change and develop practice. It was this combination of two forms of knowledge procedure that proved to be powerful that proved extremely powerful for teachers as BPRS scholars and their mentors. The report assumes, but perhaps wrongly, that the use of reading is the conventional (only viable?) means to becoming more knowledgeable. Although this report highlights the fact that some teachers said they had *not read the many years* it fails to understand that this is likely to mean that they *had not read academic literature for many years*, it is highly likely that they had read reams of professional literature in the meantime. The report writers may also not have understood that teachers traditionally think of 'research' as being restricted to using survey techniques as well as academic reading and I feel this report appears to endorse that view. Because they have not engaged in research, sometimes for many years, they are unaware of an explosion of interest in qualitative research.

Furthermore, where the report writers appear to show some surprise that teachers have not read in order to improve their own practice, one could argue that neither have many academic researchers and that they are often woefully inept at being reflective practitioners and have a vested interest in retaining status quo in academic hierarchies. On page 30, the report observes that scholars felt that BPRS had developed peoples' thinking skills and it could be that the process of BPRS acted as a form of training in how to observe in a systematic fashion as a basis for improving practice. Talking about the types of research (page 33) the report reflects different priorities in teacher research and academic research and it might be that teachers were unaware of how to collect systematically and analyse the research and that the use of video was still at a nascent stage. The significance of this for building my own resources is that I need to ensure that teachers know how to observe, analyse video and present their findings. The authors perhaps underestimated the demand that writing research articles would make upon the time available for the BPRS scholarship. Time was very short and this may also explain why teachers did not appear to read very much for hours the report explains some more working in areas where little is currently known about practice. Dissemination proved, according to the report, to be a thorny issue and this may be attributable to the fact that making research available to academic researchers through publication was not detailed as one of the main aims of these BPRS funded projects.

BPRS was an exciting innovation where teachers could research topics of their own choice in a manner that they found appropriate. In this report, the value of the scheme is being judged in relation to how far they have used traditional academic approaches. On the other hand, the authors' insistence that the majority of the projects would not have taken place without research mentoring provides a context for my publications. Eighty of the hundred scholars chose a mentor from higher education. One wonders if these were in fact research *tutors* rather than mentors, supporting the teacher towards submission at MA level. When I was employed as a research mentor for BPRS, this was funded separately from the research tutoring that teachers received in schools. The report also notes that teachers were being recruited by HEI colleagues to work on projects that have been identified as useful within academe. As a teacher, I feel a certain frustration at seeing that teachers have not embraced the opportunity to work on a research focus of their own choosing. It may be that the choice of research focus was made for the teacher by senior staff and reflects existing school/HE partnerships.

Furlong's report points out that the majority of teachers chose mentors who could give them subject support and this is reflected in the core aim of BPRS that it should be a form of professional development. It may well have been that teachers were unaware of potential mentors who had good research skills and furthermore mastering such academic research skills might not be something that would be a priority as professional development a teacher in school. There is an apparent oversight on the part of the report writers with a comment that teachers are not contributing to the pool of educational knowledge (because they are not writing for publication). On the other hand, by talking to their colleagues they are not only fulfilling the aims of the BPRS scheme they are also directly contributing to a pool of practical and craft knowledge. Furlong's report states that that was considerable inconsistency in mentoring practice, this may suggest the report writers had in mind that there is *one* way of approaching mentoring. Perhaps the word *inconsistency* would be better replaced by the word *diversity of choice*, a feature that would be entirely appropriate in this context.

Apparently, the two largest areas of expenditure by teachers in BPRS were payments to mentors and supply cover. Bearing in mind my experience as a research mentor working at the University of Bath this was hardly surprising. The university was charging top rates (£500 per day which is professorial level), as they hired out my services to teachers and then charging course fees on top of this for any teachers wanting to undertake BPRS in conjunction with an MA. Supply cover allowed teachers time to attend courses, to read and to think perhaps to observe their own classes without having to teach them. Emma Kirby got round to this problem by using video, which I helped her to analyse. This stretched out the funding received.

On page 48, the report states that the without the active support from heads, many scholars felt that their projects would not have been successful. Given that be teachers had to seek the approval of their head teacher in order to undertake the support perhaps this statement does not carry more than superficial weight. One has to bear in mind that these teachers knew that their head teachers would be interviewed about their BPRS research and would therefore be aware of a need to tread carefully. On page 51, the report concludes that all of the scholars the authors met used their projects for the development of their own day-to-day practice and that, in the majority of cases, there was also evidence of their project influencing their students' progress. One wonders how far the average academic researcher influences other academic researchers in their own locality through their research. One also wonders how far academics research directly influences their students' progress. On page 52, of the report focuses on the lack of *generalisability* in BPRS reports as quasi criticism.

Generalisability was not given as a criterion of funding and the main aims were to help teachers develop their professional knowledge, understanding and confidence and help them to enhance their professional practice. The primary form of dissemination was within the teachers and school and that there was relatively little generalisability. This may reflect the fact that few teachers actively interact with academic researchers. This has implications for my own work in creating resources since I need to assist teachers to engage with teacher and academic researchers and explain their research outcomes in a way that might allow them to be engaged with as a basis for generalisation. On the other hand, the resources need to enable teachers to communicate the uniqueness of their own situation and the unique nature of their

knowledge. I had already begun to do this in the Stage 4 presentation that I created in 2008-9 to submit to the Teacher Learning Academy, (see Appendix One), accessible <http://www.cfkeep.org/html/stitch.php?s=25287235551781&id=88721835975276> Usefully, I was advised that my resources needed to be strengthened after I submitted them for evaluation in December 2008. I needed to deepen my critical engagement with the theory and practice of teaching research in mentoring. I have engaged in such critical review of many years but had not sufficiently communicated this except by including a number of already published examples of critical reviews of literature.

The need to develop *critical* intelligence, an aspect that was missing from the BPRS scheme according to Prestage et al (2003), is paramount if teacher research is to complement the best of academic research it contributing to the pool of educational knowledge. Prestage et al explain the emergence of the BPRS scheme in relation to a reaction to mounting criticism on the role and purpose of educational research (Hargreaves, 1996). The authors justify the lack of critical engagement with research because the focus of the funding was on showing ‘people outcomes’ and contributing to teachers’ own professional development. There was ‘a strong exhortation’ in the documentation, page 56, ‘for participants to get involved in rigorous research (critical reflections on evaluations like those at the heart of rigorous research process, yet the documentation stressed priorities of rapid production and immediate dissemination. I support this standpoint, however, I am surprised by the inaccuracy on page 57 where the writers detail that 70% of the BPRS funding to each teacher was designated in mentoring support from HEIs. This is incorrect. I welcome the observation (page 57) that the research process by teachers needs to be reactive as well as planned and the potential outcomes are not always clear at the outset of a project especially as teachers work on their own professional development. The authors raise an interesting point where they ask whether it is sufficient for a teacher to articulate practice to be termed a *researcher* and whether describing practice is sufficient as an approach to research.

Looking at the lack of critical engagement demanded of the BPRS scheme reinforces my impression of the value of the Teacher Learning Academy scheme, which closely focuses on asking teachers to explain the process as well as the outcomes of their research. Although teacher researchers are being asked to provide a detailed plan in advance of undertaking a Teacher Learning Academy enquiry my experience was that the review panel welcomed and endorsed *reality* that research is frequently ‘reactive’. While Furlong et al say that it was unrealistic for teachers to become researchers in the space of one research project and unrealistic to judge the outcomes of their research in terms of pupils learning, I think that it would have been equally unrealistic to expect teacher research mentors to learn the process of being a research mentor in such a short period as well. I am hoping that the resources but I have create for the teacher learning Academy offer some insights into the process of my own research as a teacher and an academic researcher and will have a generalisable application too.

3.4 Using web-based technology in teacher research

When I went to the International Conference for Teacher Research in Baton Rouge near New Orleans I watched a group of teachers presenting about KEEP web-based templates. Now I understand why they were so excited! The capacity for teacher researchers to upload video, text, images and use colours means that the vitality of what occurs in a lesson can be communicated through the interaction of multimedia.

3.4.1 Teacher researchers using technology

The MERLOT templates (developed from KEEP templates) offer categorization prompts for ensuring (self-) studies are grounded in empirical evidence, have generalized and/or theoretical import and offer a user friendly route to making research knowledge public. They enable classroom teachers to explore their knowledge for their use simultaneously putting it into a high quality and possibly multi media format that can be shared globally. Shulman highlighted a missing paradigm in research (1986) that he and his colleagues were seeking to address. In reading the research on teaching, the central questions remain unasked.... Where do teachers' explanations come from? How do teachers decide what to teach, how to represent learning, how to question students about their learning and how to deal with problems of misunderstanding? Use of web-based templates by teachers is enabling their missing paradigm to be missing no longer.

3.4.2 My use of technology to enable my own teacher research

Appendix One to this thesis contains examples from web-sites and web-pages cited in this thesis. In live online presentations for BERA and AERA I set out my knowledge and explored my ideas. My web-based representations of my learning were my model of how a teacher like me could represent their research in the course of their practice.

<http://contentbuilder.merlot.org/toolkit/html/snapshot.php?id=3751253973461>

<http://contentbuilder.merlot.org/toolkit/html/snapshot.php?id=69557706610819>

You can access further examples of my web based resources at

<http://www.cfkeep.org/html/snapshot.php?id=52570385348583>

There are four Stages in the Teacher Learning Academy scheme to recognise teacher learning and within each of these Stages there are six dimensions: Engaging with the Knowledge Base; Coaching and mentoring; Planning your learning; Carrying out your plan; Sharing your learning and influencing practice and Evaluating your learning and its impact. Presentations are reviewed by verifiers and (very) detailed feedback, oral and written is given shortly afterwards. The strength of this scheme is that technically a teacher cannot 'fail' but is given formative feedback to resubmit and encouraged to do so promptly. So far, only four teachers have been awarded Stage 4. My verifiers were Hazel Hagger, Oxford University, Leslie Saunders, former head of research policy for the General Teaching Council in England, Lisa Bradbury and Lisa Berry, also of the TLA. Of 16 teachers who took part in the Pilot Scheme for Stage 4, only 3 submitted. Having mentored students, the standard roughly equated to a PhD.

3.4.3 Using multi media in web-based accounts of practice (Adapted from

<http://contentbuilder.merlot.org/toolkit/html/snapshot.php?id=25176187628113>

In this section, I shall draw upon two research papers, both concerning the use of standards of judgement with regard to video data. The first by Jack Whitehead is entitled 'How valid are multimedia communications of my embodied values in living theories and standards of educational judgement in practice?' The second by Steven Coombs and Mark Potts is entitled 'Developing a conversational learning paradigm from which to analyse action research video data evidences', presented at the BERA annual conference between 5-8 September 2008.

Whitehead draws a distinction between what he calls *spectator* and *living* truth and

cites an extract from the work of Burke (1992, page 222). This extract explains that *spectator truth* requires standing back from the human condition and concentrating on generalities and thereby ignoring particularities and Burke claims but though this process is very valuable it is also very limited because it is one step removed from reality. Whitehead believes that *living truth* can only be accessed by someone within a situation and that this truth will never be as clear cut as that provided by a spectator's truth. I have to say that I am no longer particularly convinced by this argument. Being a participant observer in the use of video as well as a verifier of others' use of video it seems to me that my position is closer to being a spectator and a participant observer in an inclusional way. I agree with Whitehead where he says that some ideas are held to be legitimate through procedures sustained by particular power relations and that this does not mean that they warrant this. Validity depends on the capacity to test practice with standards of judgement.

Whitehead's view of what is *educational* does not quite align with my own. For something to be *educational* it seems to me that it needs to have the capacity to educate, whereas Whitehead feels that it must involve someone learning something of value in a way that has engaged their originality of mind and critical judgement. Drawing on my own experience, I would say that teaching a foreign language with video does not require that a learner researches with originality of mind and critical judgement but that they learn how to use the language within their own social interactions by drawing on what they see depicted in the video. Thus I am drawing a distinction between the practice of the photographer, which, I would say, needs to engage originality of mind and critical judgement and the practice of research by an observer viewing resultant video clips who may or may not learn from viewing them.

Where Whitehead cites Husserl (1931, page 12) when he talks about a transcendental sphere having an infinitude of knowledge previous to all deduction, he takes him to mean that this knowledge requires accessing in ways that cannot fit within predefined analytic category systems. This contrasts with my work with Coombs, (2004), where he predefined categorisations of what constitute Masters level study and created a list of criteria for his 'critical thinking scaffolds'. Whitehead claims that the influence of Husserl's thinking can be seen in what he is doing in the process of supervising a PhD student and asking, 'How can I help you to improve your learning?' It seems to me that Whitehead is saying here that the criteria in use whilst he is in dialogue with his PhD students, on video, have not been predefined and arise spontaneously through interactions between these two individuals caught on film. Where I can align closely with Whitehead's interpretation of the video clip is where he says there are numerous narratives he could construct using this video clip because there is any infinitude of knowledge in what he can see occurring. He then proceeds to select narrative which he says links to the fundamental purpose of his own research. What interests me here is Whitehead's capacity to create the interpretation and a narrative of what is occurring.

I concur with Jack Whitehead's opinion that one of the difficulties of communicating meanings embodied in values is connected to the limitation of words. However, I find it difficult to conceive of criteria *without* using words. Like Whitehead, I value the work of Mitchell and Weber (1999). Much of the inspiration for my early use of video came from their book entitled, 'Reinventing Ourselves as Teachers, beyond nostalgia'. I recall one in my PGCE students celebrating the use of video as he critiqued *the man on the telly* i.e. objectively viewing his self in action, in a manner that he could not otherwise self critique as a novice teacher. It is interesting to see that Mitchell and

Weber (page 214) embed the use of video in an article report which could include a description and analysis of the teaching self; what we would change what we would not change; a description about personal goals of future development as a teacher; what the video self-study has meant to us, what we learn from it; appendices of the lesson plans and Journal notes written to the activity and any of the review notes of students colleague's comments that we wish to share. There is an explicit expectation that *video will be set in the context of the textual report* and phrase this holds a key to identifying appropriate standards of judgement in video use. I believe the same might apply to non-verbal audio use, for example extracts of music or birdsong or sound that are not a globally decipherable 'language'.

3.5 Teacher Research; Action Research

According to one of the most visited websites about teacher research on GOOGLE, <http://www.accessexcellence.org/LC/TL/AR/> teacher researchers have adopted the label 'action research' to describe their particular approach to classroom research. The web-site convenor offers a format for starting out in what she calls *teacher research*. There are many implicit and limiting assumptions in this account of teacher research, not least that teachers' research is synonymous with action research and that action research is synonymous with self-study. While I thoroughly support the inclusion of action research as an approach to teacher research and self-study can and does prove to be a useful perspective for some teachers, teacher research deserves a wider scope. Teachers should use whatever approach is most appropriate for researching and not be bound by one 'method'. Action research has become a byword for teacher research and both have, in my opinion, become impoverished as a result. Stenhouse's vision of research by and for teachers was not so constrained. Mention action research and some teachers configure starting from I have a problem and what might be a solution? Teacher research has a broader scope than this...and it is not restricted to self-study.

Another website that frequently tops the GOOGLE ratings as it offers excellent guidance in doing action research in a classroom, is at George Mason University: <http://gse.gmu.edu/research/tr/> I have recommended this website with its impressive array of resources on numerous occasions where teachers have inquired about doing action research. Once again there is an implicit assumption that teacher research IS necessarily action research. On this excellent website, that assumption is mistaken.

The point I am making is that it is possible for a teacher to undertake research in the way that is suggested <http://www.accessexcellence.org/LC/TL/AR/> without being research by/for other teachers. Useful CPD it may be but *research* it might not be. Web-based resources designed to support teacher research need to emphasise that teacher research generate a unique, complementary form of educational knowledge.

3.5.1 What is action research and is my research action research?

Masters, J. (2005) says that the origins of action research are not clear but many attribute the origin of action research to Kurt Lewin as a 'root derivative' of the scientific method.' Winter (1997) delves into the relationship between theory and practice and suggests that 'theory' is equivalent to 'generalisation and contrasted with 'certainty'. He asserts 'action research entails the *integration* of theory – in and for action, because we must decide how best to intervene here and now.' (page 3). He

sees theory as a form of *improvisatory self-realisation* since action research shifts as the enquiry develops. Winter's (page 2) definition of a theoretical dimension in action research aligns with my research experience that an action research inquiry 'may be thought of as a sort of journey of self discovery.' Zeichner, K. (2001) emphasizes that action research 'begins in the middle of whatever it is you are doing.' (Page 272) rather than as a process of framing a question, setting up a situation, which might provide information, collecting data to bear on the question, then writing up results.

3.5.2 Does it matter if 'teacher' isn't the same as 'action research'?

If teacher research and action research are the same all that a teacher needs to do is read a handbook or access web-based resources for action research and they could become a proficient researcher... But if they are different, if teacher research and action research might overlap but are evidentially distinct then teacher researchers and their mentors need other skills and work from other values as their driving force. They need other aptitudes, knowledge and understandings and the kind of learning created in teacher research has a unique contribution to make to educational research, a contribution that is distinct from learning arising from other kinds of practitioners' research. I would say that it *does* greatly matter that teacher research is recognised as akin to but it is different from action research. Teachers might well elect to undertake action research in their classroom but by doing so they may be doing action research but they are not necessarily teacher researchers in a sense that I have chosen to adopt in my website at <http://www.TeacherResearch.net> (Examples are in Appendix One)

Teachers' research is on-going professional development undertaken for teachers, and by teachers rather than being done to teachers by outside 'experts'. It takes the form of systematic enquiry that is undertaken by individuals or by groups who share a passion to improve their own and others' teaching and learning to support students in school. The responsibility for *empathy with* and *compassion for* the students is what marks it out from other forms of research – this is a form of research to engender learning and generate creativity rather than being a kind of action research to improve a teacher's teaching in school. Of course, one might say that these are one and the same, but teacher research holds an implicit responsibility to assist other teachers and action research does not. A teacher might undertake action research to improve his or her own practice without bearing other teachers in mind. That is useful as far as it goes but how much more empowering it is for the teaching profession where teachers are researching not only for their benefit but explicitly for colleagues and students too. Getting an MA or PhD may be a worthy aim but it should not be the prime motivation for 'teacher research' as it tends to be self-serving. Benefit to colleagues and to students should not be the by-product of teacher research.

3.5.3 What alternatives are there to action research in teacher research?

Read just the title of McNiff and Whitehead's *All You Need to Know about Action Research* and *Action research for Teachers* and you can be forgiven for thinking that there IS only one way for teachers to undertake research. However, the variety of action research approaches available to researchers is not as restricted as this infers. I believe that it is time to move away from looking solely at the denial of one's values as a basis for undertaking research. The deficit model that emerges in trying to put things right restricts participants to a reactive rather than a creative design mode of

thinking. Should one therefore reject action research as *the* approach for teachers' professional development? Can they create accounts of their own practice, which embody the highest standards of ethical presentation, rigour, validity and reliability? In my experience teachers do derive professional development from action research.

Lewin, according to McNiff (1988), described action research as a spiral of steps involving planning, acting, observing and reflecting. Notably it does not start from problem and it is worth observing that Lewin did not intend his ideas to be used in a specifically educational setting. McNiff credits Stenhouse with lending considerable influence to the movement of action research in Britain. She points out that it was because he gave prominence to the idea of the teacher as researcher, and inspired the men and women who worked with him to develop such concepts, that the movement in Britain gained such momentum. Stenhouse believed fruitful development in the field of curriculum and teaching depends on involving cycles of cooperative research by teachers and by using full-time researchers to support the teachers' work. There is again no mention of starting from a problem as the basis for collaborative research.

The idea of a problem as a starting point appears to emerge with the work of Steven Kemmis, who applied the ideas pioneered by Lewin to education. Kemmis' model sets out the self-reflective spiral of planning, acting, observing, of reflecting and re-planning as the basis for a problem-solving manoeuvre. Elliott aligned with Kemmis in proposing a problem-solving approach is action research and McNiff reports that Hopkins expressed concern in 1985 about the values inherent in Lewin's ideas. Carr and Kemmis (2009) set out to show that action research is a unified approach where trying to distinguish between 'personal' and 'professional' development from those that overtly offer a 'political' approach is a false dichotomy. I shall therefore adopt, for this section, the view that action research is a way of approaching research that can be treated as a unified and identifiable approach, distinguishable from others.

Analysis of the research handbooks intended for teachers reveals that teacher research can be quantitative as well as qualitative and it can usefully be a mixture of the two (Lankshear and Knobel: 2004). It can be positivistic or humanistic in approach, focusing on critical pedagogy by one individual teacher or a group of educators (Smyth: 1991) and/or it could be geared towards democratic forms of action research (Burton et al: 2008) and building up a culture of enquiry and a professional learning community (Mohr et al: 2004 and Robinson et al: 2006). It could be a theoretical study of education grounded in one teacher's perception of educational change and it could focus on information and communications technology (Lassonde et al: 2008) using a mixed method approach. I believe that research methods should evolve according to meeting needs and while we have some well-established approaches in teacher research, sometimes mistakenly brought under the umbrella term *action research* because they relate to improvement. It is my belief that teachers should be encouraged to develop new approaches to their research rather than feeling obliged to adopt those that are already used by academics.

3.5.4 What are some of the benefits of Appreciative Inquiry as teacher research?

Originally conceived of as a means to enable organisations to work 'from the positive' towards designing a better system-wide function and while not a perfect fit for the teachers working in schools who are researching their practice Appreciative

Inquiry offers significant advantages over Whitehead’s living educational theory model. In my unfolding model of action research integrated with mentoring (2002-3) I incorporated research by Marcus and Ruvolo (1986) into my study by focusing on the visualisation of a positive, possible self. In my presentation in Japan in 2004, I expressed the belief that this was the key to linking the theoretical study of one’s own professional development to applying it in practice. I was saying that the envisioned self *defines* the design for improvement. Working with a group of practising coaches in the lifelong learning division at the University of Bath a brief spell in 2006, I began to realise the value of Cooperrider’s (1987) Appreciative Inquiry approach. My cohort of students had previously wholeheartedly embraced AI. They made the point to me, with which I had to agree, that if you start out from a problem-solving approach you remained in a problem solving mode. If one starts out on a trajectory of *discovery, dream, design, destiny* (there are variations in the so-called 4 D approach Cooperrider & Srivastara, 1987, recommend, the kind of educational dialogue that emerges seems likely to be more fruitful, as professional development, than starting from a *problem*.

3.5.5 What are some of the shortcomings of AI as teacher research?

AI shares shortcomings that relate to other research approaches and I use approaches rather than methods here to indicate that there is no single way of undertaking AI – qualitative or quantitative, self-study or organisationally orientated. A major problem I foresee is that AI might be reduced to a similar formulaic approach that Whitehead’s living educational theory has been downgraded to within teachers’ research. If one looks for a comprehensive critical review of LET, even in the theses and dissertations at <http://www.actionresearch.net> one draws a blank. Why? Critical engagement is not encouraged. Grant & Humphries (2006) argue that AI also does not entail sufficient criticality as a research process and I would agree that this is a potential downside. I therefore support their findings that AI benefits from integration with *critical* theory.

3.5.6 What research skills do teachers need to research their practice?

In 16 teacher researcher texts I surveyed (Figure 5), I identified 48 components. These were identified from chapter headings and align with the manifest priorities accorded to aspects of teacher research by the authors. In the body of the text, there are many commonalities and so it is more a question of ‘weighting’ given to different aspects than divergences about what constitutes (or might constitute) teachers’ research. (the key to the codes used in this analysis are given under the table in Figure 5)

Author	Year	Title	Publisher	Research Skills
Lankshear, C. and Knobel, M.	2004	A Handbook of Teacher Research	Open University Press	JustTR: Doc: LitR: Eth: Quan: Qual: Data: Ob: Evid: Valid: DissemR
Mohr, M, Rogers, C. et al	2004	Teacher Research for Better Schools	Teachers’ College Press	JustTR: Stud: Ca: SI: Plc:
McLaughlin, C. Black-Hawkins, K. et al	2006	Researching Schools	Routledge Press	USP: Ca:
McNiff, J. and Whitehead, J.	2005	Action Research for Teachers	David Fulton Press	AR: Qe: Data: Ca: Valid: DissemR
Lassonde, C. and Israel, S.	2008	Teachers Taking Action	International Reading	JustTR: RefP: Qe: Qual: Quan: ITTR: USP:

			Association, USA	Grant: DissemR: WritP: ICTR:
Elton-Chalcraft, S., Hansen, A. et al	2008	Doing Classroom Research	Open University Press	JustTR: RefP: Ev: Data: Eth: Valid: DAR: Data: DissemR:
Robinson, V. and Mei Kuin Lai	2006	Practitioner Research for Educators	Corwin Press	SI: JustTR: AR: DAR: Conv: Val: Gen: Eth: Qe: Int: Qes: Ob: Doc: Val: Res: Cult: Plc
Campbell, A., McNamara, O. et al	2004	Practitioner Research and Professional Development	Paul Chapman	Pos: AR: CPDT: Qe: Acc: LitRev: RefP: USP: CritF: Qual: Data: Rep: WritP: DissemR: Ca
Hubbard, R. and Power, B.	1999	Living the questions	Stenhouse Press	JustTR: Qe: Stud: Ca: Data: LitRev: Rep: Plc: USP
Loughran, J, Mitchell, I and Mitchell, J.	2002	Learning from Teacher Research	Allen and Unwin	Ca: EdCh
Mills, G.	2003	Action Research	Pearson Education	AR: Qe: Data: Valid: Gen: EdCh: Rep: Ca:
Kincheloe, J.	2003	Teachers as Researchers	RoutledgeFalmer	Pos: Qe: BoP: InstR: Rig: Quan: Qual:
Burton, D. and Bartlett, S.	2005	Practitioner Research for Teachers	Paul Chapman	RefP: Ca: Exp: Acc: LitRev: Qes: Int: Ob: Doc:
Hopkins, D.	2002	A Teacher's Guide to Classroom Research	Open University	AR: CR: Ob: Data: Rep: Si: Plc
Smyth, J.	1991	Teachers as Collaborative Learners	Open University	Critped: Sup
Burton, N., Brundrett, M. and Jones, M.	2008	Doing your education research project	Sage Publications	Sa: Acc: Eth: BoP: Con: Ph: Qe: Su: Ca: Int: Qes: Data: Doc: DAR: Rep: Qual: Quan: Evid: Valid:

Code denotes research skills in	ranked by priority in these publications
Acc: gaining access	ITTR: initial teacher training as research
BoP: balance of power	JustTR: justifying teacher research
AR: action research	LitRev: literature reviews
Ca: case study	Know: what is knowledge?
Con: consent	Ob: methods of observation
Conv: conversations	Obj: objectivity
CPDT: teachers' continuing professional development	Ph: philosophical standpoint
CR: classroom research	Plc: professional learning communities
CritF: critical friendship	Pos: understanding positivism
Critped: critical pedagogy	Qe: asking research questions

Cult: culture of inquiry	Qes: questionnaires
DAR: democratic action research	Quan: quantitative research methods
Data: data collection	Qual: qualitative research methods
Doc: deciphering documentation	RefP: reflective practice
DissemR: disseminating research	Rep: reporting research
EdCh: educational change	Rig: rigour
Eth: ethical issues	Sa: sampling
Evid: types of evidence	SI: school improvement
Exp: experiments	Su: survey
Gen: generalisability	Sup: research supervision
Grant: applying for research funding	Stud: students
ICTR: information and communication technology in research	USP: university-school partnership
InstR: instrumental rationality	Valid: validation
Int: interviews	WritP: writing for publication

Figure 5: Analysis of skills identified in guidebooks for teachers' research (and legend)

I propose *additional* skills, from my experiences as a teacher researcher mentor:

TRMPCK (Research Mentor Pedagogical Content Knowledge), by which I mean knowledge a research mentor needs *to teach teachers* to research their practice.

RSPCK (Research Skills Pedagogical Content Knowledge), by which I mean the knowledge a researcher needs *to nurture specific research skills and aptitudes*.

Examining each aspect, there is an indication of the shared priorities by these authors:

Undertaking case study came slightly ahead of doing action research, as the authors' preferred approach. There was quite a strong feeling that teacher research needs to be justified for itself, which perhaps reflects the fact that it has been regarded as a poor relation, with scant attention to validity and rigour by stalwart traditional academics. Several books promoted qualitative and quantitative methodologies and the role of university and school partnerships – as was the need for critical friends for research.

There was no one clear picture of the research skills that teacher researchers (and their research mentors and coaches) need, beyond a focus on collecting data and providing evidence. Some authors advocated survey methods for groups, others self-study. This underlines why it is important to differentiate between teachers' and action research. Knowing how to ask relevant and well-formed research questions was a priority in all, as was knowing how to undertake a *critical* review of appropriate, relevant literature.

3.5.7 Which skills do teacher researchers need to use web-based technology?

Teachers may need to be prepared for a steep learning curve when they engage with web-based technology and to avoid the temptation of trying to achieve too much too soon. The beauty of the KEEP Toolkit templates is that the 'front end' looks familiar and use friendly while the underpinning technology is sophisticated and geared to research. Stephenson's book (2001), Clarke's (2008) and Dolowitz' (2008) handbooks are useful with regard to providing guidance in the pedagogy of teaching and learning online, mastering e-learning skills and researching online. However, I

can perceive a missing element. We need to develop a *pedagogy* for Teachers' Pedagogical Research Knowledge. If teachers are to become skilled as research mentors and coaches, they need to develop their pedagogy for ways to bring others into mastering research skills for the classroom. Solely relying upon methods used by academics for research might mean missing out on developing research skills more appropriate to those involved in what Van Manen calls the 'fact of teaching'. As researchers mentoring and coaching one another, classroom teachers need to extend ways of bringing new colleagues and students into the research process, which is integrated into the art of teaching and not a 'bolt on extra'. With that aim in view I offer my thesis and my web-resources as a possible model for showing how I have developed my own such pedagogy for teacher research, drawing on my own experience as a classroom teacher, a university tutor for research and as a mentor. To be an effective teacher researcher mentor one needs to have knowledge about ways to undertake research that can be shared. Increasingly, this involves acquiring some mastery of using web-based technology for research.

3.6 Conclusion

Teacher research is likely to be about practical knowledge whereas academic research is more likely to be focused on epistemological debate and philosophical entreaty. Part of the reason is that teachers spend many years learning to render their explicit knowledge tacit - rather like a driver who starts out consciously aware of every decision until practice renders some decisions semi-automatic. Part of the reason has been identified by Hiebert et al where they ask *A Knowledge Base for the Teaching Profession: what would it look like and how can we get one?* Writing for journal articles is not a *teacherly* goal by and large but it is the stuff of academic endeavour. With possibilities that using web-based technology to elicit, represent and disseminate research there is a ready convergence point to teacher research and academic research.

Adopting a pragmatic approach, I agree with the thrust of James (1907) philosophy that what counts, by and large, is what will work in practice. Since text based formats for communicating research that is (potentially) relevant to teaching in schools have not proved to be widely engaged with by a majority of school teachers, web-based formats might prove attractive, given that they do not require library access, can be downloaded wherever and whenever a computer with Broadband access is available and are generally more visually attractive than dense text to read (often necessarily at speed). Being a pragmatist, I would also point out that I would not advocate a total abolition of paper based research - there is something deeply satisfying about books!

Looking to the future, teachers will need to develop what Stephenson (2001) calls an *andragogy for living in an information society*. Moving on from teaching in a way we teach children (pedagogy) to master techniques that other (usually the academic research community) has developed for teacher use, we need teachers to develop, as adults, technologies and ways of using technology that can open new vistas and offer up applications in undertaking classroom research by with and for teachers in school.

Chapter 4: Methodology

4.00 Overview

In this, the fourth chapter of my thesis, I examine the rationale for and the nature of self study as a form of investigation that I use to understand how I create my theory and practice as a research mentor.

4.1 Introduction

In this chapter, I set out the approach to self-study I am using to ‘know myself’ and explore why I have chosen this. Then I explore why I have chosen to use a research method other than the one that I began with using for self-study. I discuss my own ontology as an educator and how this is influencing how I research my own practice. From this point, I share my insights into my practice as a research mentor who uses web-based technology as a new way of engaging with research in education. In effect, I am claiming that this is a new ‘epistemology of practice’. I then argue why this is necessary and how more traditional forms of propositional, objective research do not serve my purpose either to investigate my own practice or to support teachers as they self-study. I differentiate between action research and research by teachers. I refer to the viewpoint of some academic researchers that ‘enquiry’ may be a more appropriate terminology than research for teachers’ activity. In this chapter I explain my stance regarding ethical conduct as a researcher and critically engage with pros and cons of self-study. Finally, I summarise the research approach I use to explore my practice.

4.2 How do I research my own practice?

Like Peshkin, (1988), I know that I am *subjective* whenever I undertake research and to echo Freire (1988), *I am not impartial or objective; not a fixed observer of facts and happenings. I never was able to be an adherent of the traits that falsely claim impartiality or objectivity. That recognized, it does not prevent me, however, from holding always a rigorously ethical position.* Freire, P. (1998, page 22). Indeed I tend towards Peshkin’s view (1993) that a researcher’s subjectivity should be investigated because it enables other researchers to gain insights into this researcher’s underlying values. *I am subjective when I do research – as are we all – because of the affective state of my being; that is, I have values, attitudes and tastes.* (Peshkin, 1993, page 7) Were I to attempt to disown or distance myself from my affective nature, I could not do self-study about emergence of my original contribution to educational knowledge.

In investigating my multiplicity of self as a teacher, mentor and researcher, with subsequent integration as a research mentor, I have used a human science approach originated by Van Manen (1990). By this I mean that I am investigating how I am working with teachers to assist them to research their practice and drawing on my lived experience as I do so. As I review my publications, presentations and other public works I look back at how my past is informing my present practice and I use that reflection as a basis for projecting my perception of my practice as an activity in the future. Mine is not the only study by a research mentor as I have found one other. Chappell (2007) described her own mentoring role within teacher-external partner researching partnerships. She has pointed out (page 5) she used my self-study as a research mentor in Initial Teacher Education as a springboard to explore her ideas.

This study is said to be based in naturalist inquiry and action research but as Kerry says, (page 7), she is not a teacher educator and uses a different model for self-study. (There is no indication which approach to action research she has used).

The educator who does not understand his or her professional persona is reliant on others' interpretations or actions and attitudes and a crucial dimension is lost without self-study of one's own practice. The question I address as a researcher is this one; 'Which research method is most likely to provide insights into my own professional values, professional skills, aptitudes and professional knowledge and understanding?' If a researcher investigates *who I am* as an educator, this could complement (but not replace) my self-study. I opt for self-studying because it is the best available form of research that I have. It enables me to share insights that an observer could not have and, being subjective, it enables me to set out my findings within the plethora of experiences that I alone know. Self-study action research must not, in my view be taken to represent the *only* valid form of action research. It complements and it enriches other forms of educational enquiry. Self-study is not necessarily quality research, but Bullough's and Pinnegar's Guidelines (2001) provide an invaluable framework for practitioners who undertake this most challenging form of enquiry.

In my analysis of my work I have used what Coombs calls (1995) Critical Thinking Scaffolds. Such knowledge elicitation tools enable me to distinguish between learning that is specifically significant for me for my practice as a teacher research mentor and learning that is of wider significance for mentoring teacher researchers (by anyone).

4.3 My rationale for choosing a self-study research approach

In his (1998) Vice Presidential address to AERA, the American Education Research Association (Division K Teacher Education), Ken Zeichner acknowledged self-study as one of five categories of work in the *new scholarship of teacher education* (1999, page 11). The unique feature of self-study is that *the voices of teacher educators [are heard]* (page 11). In this thesis I use the first person, 'I', to voice my perceptions. In order to study my practice, I have chosen to use an action research form of self-study rather than a self focused case study. The reason I choose an action research approach is that I intend to be the best research mentor that I am capable of being. Where there are strengths in my practice I want to consolidate these and extend these and where there are weaknesses or problems I want to find ways in which I can eliminate them.

My elected approach to investigating my practice has been action research and this, in itself, has evoked problems. Action research is more widely recognized as a valid and valuable form of enquiry now than when I became a researcher but some researchers do not yet believe it is 'research' (Hammersley, M, 2004; 165): *any attempt to two components of action research as equal faces contradiction*. Perhaps ironically, much of the opposition to recognizing inquiry undertaken by teachers as real 'research' is voiced by teachers themselves. (Clayton et al; 2008) As an action researcher seeking to improve not just my practice but the practice of teaching students and colleagues wherever it occurs, I see my role as a bridge between teacher researchers in schools and called researchers in Academe.

Coulter & Wiens (2002) identified *the difficulty of connecting the knowledge collected by educational researchers and the practice of classroom teachers*. I have experienced this very difficulty. In my experience, as a research mentor, there is some

validity in Day's (1995) viewpoint that *there will always be a creative tension in the alliance between teachers and academics who are committed to developing partnership roles across school and higher education*. (Day, 1995, page 366). What concerns me is when I encounter teacher researchers' investigations of their practice which have led to abandoning their 'voice' in the vain belief that their own account would be rejected by Academe because it sounds too practice based. I agree with Day (page 367) that not only must the design and processes of research be the result of joint planning and action but written accounts and dissemination must reflect this.'

4.4 A change of action research approach for my self-study

When I joined Jack Whitehead's LET (Living Educational Theory) research group, I was not convinced I was undertaking action research. I was studying my own work as a lecturer who was engaged in working with novice teachers and their school-based mentors. I was not starting from having identified a problem or discovering I was a living contradiction when I found my values were denied in the course of my practice. As a lecturer at the University of Bath, I noticed that few of the teacher educators overtly researched their practice and that was why I became involved in the LET movement. I was impressed by the way that Jack Whitehead, my next door colleague, was able to encourage teachers to research and I was keen to do so too. That is why, when I began to engage in systematic self-study, I adopted a living educational theory approach to action research. This enabled me to chronicle my practice as I explored values that I hold and how they have manifested themselves, over time, in my work. Thinking that the Living Educational Theory approach was the only form of self-study action research I persevered with it even when I began to realize that it did not serve my purposes either as a form of self-study or as an appropriate approach as a mentor. A major problem is that it tends towards solipsism (i.e. my account of what occurs is the only valid one). Another concern I have is that the validation *process* that is intended to ensure an LET self-study account is valid is not sufficiently robust. The validation group tends to have a vested interest in agreeing with its leader, Jack.

Although I taught in schools across all phases and in several locations in the UK I was unaware of the movement towards teacher research that Somekh (2000) describes and it was not until 1993 when I co-wrote 'Working with Your Student Teacher', that I was inducted, by Mike Calvert, my university-based co-author. As a lecturer in a university, I became intrigued by Francis' idea of a living methodology developed between 1981 and 1983 and I wonder if this inspired Whitehead's notion of a 'living educational theory'. According to Francis (1996) the term living methodology, (page 153), *refers to an open-system approach in which the dynamics of learning groups and intergroup processes within educational systems are the focus of research*. While Whitehead's approach uses self-study, having worked as a research mentor alongside him, I recognized dynamics of inter-group practices were at the heart of his interests. I share concerns about confidentiality with Francis, (page 164) where she explores vulnerability, *Reports may disconcert their readers and in certain circumstances be interpreted as politically naïve*. I experienced the personal cost of revelation when my living educational theory PhD thesis was (mis) examined at my viva voce in 2003.

I have explained in Chapter 3 that living educational theory was an approach to action research that I used initially to integrate with my concept of mentoring (2000). Later, questions about such a self-study revolved around validation. I was not happy about

asking others for a report on my work as they had a vested interest in praising me (or not). I decided a better way to proceed was to design and pilot my concept of research mentoring and test it out. NCSL funded my research with Emma Kirby and our web-page was our response to our question, *How do we represent teachers' knowledge?* <http://gallery.carnegiefoundation.org/collections/keep/sfletcher/tresearch1.html>

I belonged to Jack's research group at the University of Bath and he would often call upon me in to research mentor his students by offering critiques of their draft chapters for their PhD theses and providing mock vivas so they could practice defending their ideas. I occasionally assisted in running group sessions when he was not available. I liked a practice-based structure that Whitehead & McNiff (2006) proposed and validation (pages 157-165) appeared reasonably robust. Later on, I felt that the LET validation group at the University of Bath was too *close* to offer objective advice. Serper, (2010), critiques Whitehead's LET and observes that *it is a surprisingly mechanistic and conventional approach that is grounded in the cause and effect premises of positivist empiricism* (page 178). His research reinforces my concerns.

I began to search for alternative approaches for action research to integrate with mentoring and coaching. As a lifelong learning tutor in 2006, I came across Appreciative Inquiry. My students, mostly professional coaches, had used AI as an approach for improving their practice (with the previous tutor for this programme). They favoured starting every session we ran at the University of Bath in Swindon with sharing their perspectives on one another's strengths rather than from their problems. This was an action research approach, adapted from a business basis. The group was already familiar with Seligman's (2002) research into happiness and so I was the novice, having not come across it. What struck me was how the study of happiness enthused them and integrating AI began to replace my earlier use of LET. Similarly, as I studied my practice as a means to pilot how I might assist teacher researchers to study theirs, I realized that AI enabled me to embed visualization into my mentoring and coaching practice more seamlessly than I had managed previously.

4.4.1 What is Appreciative Inquiry (AI)?

AI, according to Cooperrider (1987), draws on Neuro Linguistic Programming (NLP) techniques, used as one approach to coaching. (O'Connor, J. and Lages, A., 2004, Harper Collins Publishers, London) This is very 'goal orientated' as an approach to improvement in an organization or by an individual and so it fits well in a business orientated environment. My recent focus has been upon the concepts and approaches to coaching in business, which might be adapted for implementation in education contexts (Fletcher, 2012b). Since AI appears to work in practice, sustained research is now needed to determine why this might be so. Glibert Ryle noted (in 1949) that *efficient practice precedes the theory of it*. There has been recent (limited) research into the impact of an AI approach in the workplace, Peelle, (2006: 447). *Three teams employed appreciative inquiry (AI), and three teams employed creative problem solving (CPS). The findings supported the efficacy of AI*. Further research is needed.

Given that AI has proliferated in business organizations, I, for one, was not initially very surprised by its under-developed research base. Cooperrider's focus on positive image aligned with my experience of the strength of using a 'positive possible selves' approach to helping others to learn to teach. *Possible selves are elements of the self-*

concept that represent what individuals could become, would like to become and are afraid of becoming. Effective performance is not just a question of having the requisite skills; it is also a matter of motivation. (Ruvolo & Markus; 1992, page 95) Early investigation into using the ‘possible selves’ construct for enabling professional development of the novice teachers, whom I tutored at the University of Bath, was encouraging. (Fletcher; 2000a). My experience endorsed the findings of research by Inglehart, Markus & Brown, (1989) and Markus & Ruvolo, (1989), that imagining oneself attaining a goal can assist one in doing so. Leondari, et al, (1998), evidenced that ‘students who endorsed specific elaborated possible selves outperformed other groups in academic achievement’. (Page 153). It appears that visualized ‘possible selves’ can promote not only *feeling good* about learning but can also have a positive impact on behaviour and on academic outcomes (Oyserman et al, 2003). AI does not start from a problem unlike other approaches to action research such as Whitehead’s. Stephenson at <http://www.ClevelandConsultingGroup.com> highlights this insight; *David Cooperrider realized that most organizations are predisposed towards what is wrong within the organisation. He attributed this disposition to an inculcated problem solving mentality of scientific method.* Cooperrider & Srivastara (1987) justified initiating change from an appreciative rather than problem solving base,

For action-research to reach its potential as a vehicle for social innovation it needs to begin advancing theoretical knowledge of consequence; steadfast commitment to a problem-solving view of the world acts as a primary constraint on its imagination and contribution to knowledge; that appreciative inquiry represents a viable complement to conventional forms of action-research; and finally, that through our assumptions and choice of method we largely create the world we later discover. (op cit, page 129).

4.5 My ontology as an educational research mentor

Lieberman’s view (2000) *Decisions about curriculum and instruction are often made without reference to real problems of classroom life. Teachers are ‘developed’ by outside ‘experts’ rather than participating in their own development.* (Page 221) continues to inspire me. While I appreciate outside experts can have a profound and useful impact on classroom life I endorse teachers participating in their development.

I realise that I engage as a teacher, mentor and researcher and that my multiplicity underpin my research mentoring in a dynamic and increasingly conscious way. This model of my learning has helped me to see how I have evolved as an educator partially by learning from others' theories and practices but largely by taking responsibility for my own learning and own development. When I left teaching in school and became an academic researcher, I had difficulty recognizing what I knew as ‘school teaching’ amid research literature and discussions about school teaching.

This led me to wonder if the kind of knowledge that was familiar to me was excluded as a valid form of understanding in Academe. This was compounded when I was told that nobody valued what I had done for the past twenty years as academic knowledge. So it was that I became motivated to ensure that teachers’ knowledge would be heard alongside knowledge generated by academic researchers about what occurs in school. Seeing myself as no less a *practitioner* in higher education than I was in school, I set about researching my practice. As Schön explains, (1995), *The research university is*

an institution built around a particular view of knowledge (page 27) and my ultimate aim is to raise the status of teacher researchers' knowledge to stand alongside academics' research. *The relationship between "higher" and "lower" schools, academic and practice knowledge, needs to be turned on its head.. We should think about practice as a setting not only for the application of knowledge but for its generation.* (Page 29). In researching my own practice as a teacher research mentor I have realised that my multiplicity as a teacher, mentor and researcher have been at the heart of my work. I wanted to research my reflection-on-action and my reflection-in-action (Schön, 1995), engage critically with my professional life story, depict my landscapes (Clandinin and Connelly, 1995) as well as enquire into my lived experiences (Van Manen, 1990). When I read Van Manen's 'Researching Lived Experience' (1990), I was struck by the practical aspects of how the author encouraged readers to undertake study.

I certainly did not realize, when I began to study how to be a researcher on arrival at the University of Bath, that I would become a *hermeneutic phenomenologist*. It was the reception to a paper I gave at a S-Step SiG conference in 2000, when Professor Sandra Weber leapt to her feet and congratulated me on being one that brought on my awareness. I could see that a 'preoccupation with (objective) method or technique' (Gadamer, 1975, cited in Van Manen, 1990, page 3), would be antithetical to the way I felt compelled to express my knowledge as a researcher and educator. My research mentoring is my evolved pedagogy from previous classroom teaching. Van Manen's (1995) approach seemed particularly relevant to my intention to research my own practice as an educator since I was a Reflective Practitioner well before I left teaching in schools. My approach to action research, undertaken through self-study, aligns closely with the approach developed by Marshall (1999) at the University of Bath.

By living life as inquiry, I mean a range of beliefs, strategies and ways of behaving which encourages me to treat little as fixed, finished, clear cut. Rather, I have an image of living continually in process, adjusting, seeing what emerges, bringing things into question. (Marshall, 1999, page 156)

Essentially, I am a pragmatist (James, 1907 and Peirce, 1905) and I challenge what appears to be 'make belief'. When asked to confirm that I can see any *actual* flows of life affirming energy in a video of one educator talking to a student (as Whitehead would have us believe), I cannot do so. I do not see such flows with my own eyes and yet there is inconsistency in my philosophy, since I believe in 'good' though I cannot see it. I hold a view, as James did, that truth is one 'species of good' (page 59). This is not to say that I can accept only what is 'black and white' as truths since I believe there to be shades of truth and so *truths* in one context that may not be so elsewhere. I study phenomena and, like Sartre, (page 25), I do not claim that such phenomena are indeed 'facts.' This underpins my conviction that learning is context-bound (Lave & Wenger, 2006) and what we believe at a point in time may quite easily be supplanted by later 'truths'. I believe that the present account that I give of myself is 'truthful'.

4.6 How have I researched educational research mentoring?

I share Zeichner's view, (1999), that *disciplined and systematic inquiry into one's own teaching practice provides a model for prospective teachers and for teachers of the kind of inquiry that more and more teacher educators are hoping their students*

employ. These studies represent a whole new genre of work by practitioners that we will be hearing a lot more of in years to come. (Page 11). As a novice researcher when I became a lecturer, I explored quantitative approaches to mentoring. These enabled me to compare and contrast what was happening in two schools with regard to mentoring. When it was not possible to continue this research, I was persuaded that a self-study of my mentoring would be a fruitful research pursuit. I was intending to use qualitative research so I could explore emotional aspects of my practice and since I wanted to *improve* my practice through self-study I opted for an action research approach. I wanted to understand my values, knowledge and skills as a mentor. While some researchers, referred to in Day (1995: 364) reject 'conventional' forms of qualitative research as invalid, exploitative, irrelevant and undemocratic' my own view is that one should select the form of research that is most 'fit for purpose'.

I sought a form of co-enquiry that would enable me to research alongside the mentors who worked with my cohort of PGCE students on school based practice. Far from being concerned as Robertson (1999) intimates about them researching my own research mentoring for them, I actively wanted them to. My aim was generative. I wanted the research mentors with whom I worked to become mentors for others. As a practitioner by background; a teacher in schools for over twenty years and then as a lecturer in higher education for fourteen, there was scant time for me to undertake sustained research into my students or my own learning, one might think. Yet, on the contrary, I was engaged in a constant process of research as I analysed my students' work lesson by lesson and reflected on how my teaching might improve learning.

As a mentor in 1992, I trained in the Bedfordshire LEA's Licensed Teacher Scheme, which entailed a sustained self-study in order to gain a qualification in Structured Mentoring. I tried to encourage my mentees to read the academic articles I had reviewed and talk to me about how they felt the perspectives in articles might be useful to them to improve their teaching. In retrospect I see I was researching my practice and theirs as well as the socio-political context in which I was working. Evidence of this is to be found in my early writings, which I review in this thesis.

4.7 A new scholarship of 'generativity'

Ernest Boyer's perspectives (1990) in *Scholarship Reconsidered*; priorities of the Professoriate, Carnegie Foundation for the Advancement of Teaching have had a profound influence on how I have researched my practice as a research mentor. Boyer helped me to understand that there are many kinds of scholarship and I was engaged in a generative approach, which I claim complements Boyer's four.

- The *Scholarship of Discovery*: What we usually mean by research.
- The *Scholarship of Integration*: The connectedness of things is what the educator contemplates to the limits of his capacity.
- The *Scholarship of Application*: "... moves toward engagement as the scholar asks, 'How can knowledge be responsibly applied to consequential problems? How can it be helpful to individuals as well as institutions?'
- The *Scholarship of Teaching*: The work of the professor becomes consequential (only as it is understood by others). Teaching is the highest form of understanding.

I claim, from the evidential base of my practice that Educational Research Mentoring is a *Scholarship of Generativity* in that it nurtures the next generation of educational researchers who can contribute to and engage with existing forms of knowledge. When I designed the web-page about how I research mentored two school student researchers who then research mentored other students, I was able to pass on my knowledge, co-create more, disseminate it and encourage others to research mentor: <http://contentbuilder.merlot.org/toolkit/html/snapshot.php?id=77953250778795> This, and other selected web-pages cited in this thesis can be found in Appendix One.

4.8 A new epistemology of practice

As a researcher, I agree with Eisner (1993: 9); the use of film enables understandings of schooling, teaching and learning where other forms of representation do not and cannot. I have opted for a narrative inquiry (Clandinin & Connelly, 2000) expressed through multi media forms of representation, using web-based technology, such as when I inquired into my own practice as a mentor for the Teacher Learning Academy. Story-ing my inquiry allows me to present a chronological account that had potential to encourage schoolteachers to construct their autobiographies in a similar manner. Because using video and embedding the clips into web-based templates changes the knowledge that is traditionally communicated by writing only, I think it would be possible to envisage that it is changing how academic and teacher researchers see the process of education in schools. With that in mind, I believe that using web-based technology integrated with mentoring as enquiry equates to a new epistemology.

4.9 Why a subjective approach to research suits my purpose

According to May, T. (2001), Major schools of thought in social research are objectivity; positivism; empiricism; realism; subjectivity; idealism; building bridges and postmodern. He lists a further selection of feminist epistemologies. May makes the point that the world of social research is far more diverse than that of traditional science, based on facts. Since my research focuses on a self-study it could not be termed purely 'objective' in a conventional sense and nor do I claim it should be. My research focuses on exploration of subjective judgement and I construct this view of the world of education based upon my perceptions. May claims (page 13) that *Positivism does not pay much attention to the detail of people's inner mental states* but my practice of research mentoring, which gives rise to my theories of research mentoring, can be said to reside very largely in this domain of inner mental states.

I concur with Schwandt (2006) that my approach to research aligns with the category of interpretivism. I seek empathetic identification with teachers with whom I research. I focus on the meanings that people give to their environment as I collaborate. My research resides in the 'phenomenological' domain to a significant extent. It seems to me that the meanings that teachers attach to their world can often shift and I would say the same about my own perceptions too. I believe that there is a significant amount of cause and effect in education and this allows me to provide a stimulus and be reasonably convince outcomes are predictable, but not always. Certainly, my research could not be described as 'disengaged' (May, op cit) since I believe that my biography as a researcher is important in shaping my practice and enabling others to understand why I express my ideas in a manner that I do. I wanted to speak in my voice; rather than 'objectively' through the *de-personalization* of positivist research.

4.10 Is mine teacher research and action research (or both)?

Teacher research is often taken to be synonymous with action research but that should be open to question. Teacher research is undertaken (not surprisingly) *by teachers for teachers*. MacLean and Mohr (1999) throw further light on teacher research where they note that *Teachers are subjective insiders involved in classroom instruction... Traditional educational researchers are considered objective outside observers*. When teachers become teacher researchers *traditional descriptions of both teachers and researchers change*. In my view, teacher research is unique in that it embodies specific educational values. It is a branch of practitioner research and teachers often choose to use an action research approach for improving their own practice in school. Babbie, (2002), raises a useful point about problems arising from misclassification in qualitative research. This is as true in action research as it is in other form of research.

4.11 Is mine teacher research or teacher enquiry?

Handscomb & MacBeath, (2005), put forward an argument that ‘For the majority of teachers, the notion of being a teacher researcher is unhelpful and may be off-putting. A more useful term, which indicates the skills which are part of good teaching, is the teacher as enquirer – that is, keen to reflect upon and keen to critique his or her own practice.’ (Page 16). I do not altogether agree with this. Teachers did not express any reservations about Best Practice *Research* Scholarships (my italics) offered by the DfES in England between 200-2004. However, some of the Teachers whom I have research mentored have wondered if they are really ‘doing research’ because they are undertaking self-study and discussing their values and professional knowledge. Once assured this is indeed an approach to research that knowledge motivates them. There is an inherent danger in calling what university-based researchers do ‘research’ but what teacher researchers do ‘enquiry’ as it sounds lightweight and less useful as a contribution to educational knowledge per se. Some would argue that *research* is not small scale and localized. There are academics who, keen to maintain their powerful position as gatekeepers of what constitutes knowledge, would subscribe to this view. Stenhouse posed the question ‘What counts as research?’ in 1981. I subscribe to his view in my research mentoring, that research is ‘systematic inquiry made public’. The Research and Development funding provided by Wiltshire LEA was highly popular and none of the teachers I worked with as a research mentor questioned whether it should have been Enquiry and Development funding to enable their own research.

Where I agree wholeheartedly with Handscomb and MacBeath is their observation ‘The value of CPD that fosters research engagement it contains potential for an enquiry outlook, which empowers and re-professionalises teachers.’ (page 17). I subscribe to this argument as it aligns with my support for Marshall’s (1999) views about ‘Living Life as Inquiry’. Marshall is not a school teacher but a well respected academic researcher. I do not see a difference of spelling inquiry/enquiry as crucial.

4.12 Exploring ethical dimensions in my self-study research

The ethical code I do my utmost to keep to as I undertake research with others is Frankena’s (1973) He provides me with a coherent and humane direction for my research mentoring too. I try to act for ‘good.’ I try to go beyond not doing harm;

When Frankena identified a principle of beneficence, he perceived four things:

1. One ought not to inflict evil or harm.
2. One ought to prevent evil or harm.
3. One ought to remove evil.
4. One ought to do or promote good.

(Frankena, 1973, page 47)

In addition, I do my utmost, as a research mentor, to uphold the Revised Ethical Guidelines for Research published by the British Educational Research Association.; The Association considers that all educational research should be conducted within an ethic of respect for;

- The Person
- Knowledge,
- Democratic values,
- The Quality of Educational Research
- Academic Freedom

(BERA Revised Ethical Guidelines, 2004, accessible at <http://www.bera.ac.uk>)

Being a woman, I tend towards sustaining an ‘ethic of care’ towards those whom I mentor. This is well expressed by Noddings (page 48), who writes about a symmetry and reciprocity in caring relationships. I concur with Pring, (2001), that it may not be sufficient to consider principles, codes and rules to ensure ethical educational research practice. *It may be more important, from an ethical point of view to consider much more carefully the virtues of the researcher and the principles he or she espouses.*

In 2002, I presented a paper entitled *Ethics, Value and Validity* at the AERA (American Educational Research Association) Annual Conference in which I engaged critically with an online conversation when I was writing my thesis. Working online carries generic as well as web- specific ethical implications. Should an action researcher replicate a video of a research mentor and add a critical commentary without consultation of any kind? I believe (emphatically) No. Should private email correspondence be included in a thesis without any permission being sought? No?

On the other hand, the academic research community needs to ask if is it ethical to exclude information from a self-study and thereby prevent other researchers from gaining insights into the context of this self-study? Discussion about assessing quality in qualitative research has long been a focus of discussion in the educational research community. The ESRC/TLRP seminar (2005) led by Hammersley highlighted what he called undesirable implications of accepting paradigms that currently exist as being ‘valid in their own terms.’ Guidelines for Quality in Autobiographical Forms of Self-Study Research published in the ‘Educational Researcher’ journal (2001) for the American Educational Research Association provide teacher researchers and their mentors and coaches with a useful starting point for ensuring ethical conduct in research although these guidelines are not, in themselves, sufficient to ensure that research is undertaken in an ethical manner. Bullough & Pinnegar’s article, (2001), is helpful. *Authenticity is not enough. Self-study researchers must convey the authority*

of their scholarly voice. Doing this entails acting and communicating one is acting according to ethical sensitivities not only in codes and rules but in one's being.

4.13 Conclusion

In this chapter, I have sought to explain my chosen research method (self-study action research) and also to justify why I have chosen it. I describe changes I have made in my choice of action research approach from Living Educational Theory (Whitehead, 1989) to Appreciative Inquiry (Cooperrider et al, 1987). Because I research my own practice and I encourage teachers to do so, there is some duplication in this chapter and in other chapters about the research method I have used. This overlap is reflected in my review of literature. My approach, because it is a self-study, is thus *subjective*. As such, it may be difficult for researchers adhering to the more traditional objective standpoint that is the norm for most research accounts written in the positivist frame. In response to potential criticism that self study is not 'research', I have offered the perspective that self study enables insights into educational phenomena that could not otherwise be possible. Self study does not replace a traditional, objective approach to undertaking research in education. On the contrary, it complements and enriches this.

Chapter 5: My professional development as a research mentor

5.0 Overview

In this chapter, there are a number of vignettes offering insights into my practice as a research mentor working in schools with teachers and, less frequently, with students. I account for integration of web-based technology into my own research mentoring and I offer evidence that I have been able to influence others in a positive manner through my mentoring relationships. I describe how the MA module for research mentoring arose from my self study research in 2003, where I postulated that it is possible to enable teachers in schools to become research mentors for one another. (Examples of web-based resources that I cite in this chapter are in Appendix One).

5.1 Offering evidence of my credibility as a research mentor

My previous experiences in research mentoring teachers was extended when I was asked to tutor a group of international athletes and sportsmen and women who were enrolled on an undergraduate programme for coach education at the University of Bath. What I decided to focus on with the group was their creation of websites to represent and disseminate their potential skill as coaches for others and as coach educators. There was nothing to draw upon in my previous experience as a teacher in school or lecturer in university except for determination to extend my understanding of mentoring to encompass coaching in sports. At Bath University, I had established the link between the Oxford School of Coaching and Mentoring where I acted as a research advisor though I had no experience at all in coaching sports. This was thus a programme that I devised. Feedback from these students was very positive and they liked the collaborative nature of my shared enquiry alongside them. Clare developed an e-portfolio of her research into the role of mentoring within elite level netball coaching while Anita asked *How can I improve my networking skills with other coaches in order to further my development as an endurance coach in the UK?* as a basis for her research. Both students used Dreamweaver software to build web-sites. (Hopefully, this demonstrates that I have been an enthusiastic and flexible educator).

I have worked with teachers in many schools, including Westwood St Thomas, and I have evidence my mentoring was helpful. Here is an extract from a senior teacher at the John Bentley School, requesting that I be permitted to work with teachers there;

I have been working for some time now with Sarah Fletcher on a range of issues, some related to our Language College status and others more closely linked to another of her areas of expertise – Action research/Educational Enquiry. Working in conjunction with Wiltshire LEA we have set up, based at the John Bentley School, an educational enquiry group that we hope will grow to become a county wide group. I have also been discussing our next GWIST funded MA module with Sarah. It seems to us to make eminent sense to fuse the Educational Enquiry Group with the GWIST module, which is to be about Mentoring for School Improvement....

(Letter from the deputy head teacher at John Bentley School dated 30 April 2001).

In another letter to the University of Bath, the same deputy head teacher wrote:

Sarah is invariably supportive, thorough and highly motivational. She supports and helps me in many ways. She is an extremely clear thinker. She offers a wide range of support and in a way that is always genuinely collegial. She is passionate about education and learning in its fullest sense and this is infectious. She has vast knowledge and a wide range of contacts. When doing any kind of joint work, Sarah can always be relied upon to be organised, efficient, cheerful and enthusiastic. She never fails to provide what she promises.

I successfully transformed the theory of research mentoring that constituted the final chapter of my PhD submission at the University of Bath in 2003 (examined under the wrong criteria for a publication mode and the 2003 instead of the 1997 criteria for PhD submission) into the practice of a Research Mentoring MA module (2005) which I tutored at Bitterne Park School in Southampton.

5.2 Pilot study of an MA module in research mentoring

While I was employed as a senior lecturer at Bath Spa University and working as an educational consultant, I was funded as a research mentor by Creative Partnerships, which had Arts Council funding, to help teachers to research their teaching. The assistant headteacher at Bitterne Park contacted me and asked if he could co-tutor an MA module with me. The University had won substantial funding to provide cost free Master's level study to teachers in schools. While it was not possible for the senior teacher to co-tutor, I invited him to become an affiliated field consultant so that he could be involved in the administration for the programme. I had created a new MA module in the Professional Master MTeach programme and asked if I could pilot it. The school agreed and negotiated a memorandum of Understanding with Bath Spa. The module I piloted was intended for distance learning so I needed to secure the funding from another source to be self-employed as a research mentor. This I did.

The Memorandum of Understanding was gloriously vague! It spoke about a 'course' (which it was not) being delivered (which it was not) by tutors from Bath Spa. There were no tutors delivering a distance learning MA module... What was accurate was that the module was cost free to participants and so, not surprisingly, several signed up. With the help of funding I ran six face to face sessions and the teachers agreed that we would video tape each session. I explained that this was a pilot stage for a new module (later it was adopted almost verbatim by another tutor at Bath Spa who worked with primary schools, where I worked in the secondary phase). The weekly sessions started with a session I tutored on action research, the next focused on research mentoring and the remaining four were geared to individual teachers' needs as they developed on-line portfolios using content free web-based templates. Each week, between sessions, teachers research mentor one another and work online with me through email. I was astonished and delighted at the success of this pilot stage!

5.3 Bitterne Park Teacher Research Group web-pages

Details of the pilot study, including the MA module I created, integrating study of mentoring and action research are reproduced in Appendix One and accessible at http://teacherresearch.net/tr_bitternepark.html (Teachers' research is linked).

Week One – my self-study as a research mentor

<http://contentbuilder.merlot.org/toolkit/html/snapshot.php?id=50538576441387>

Week Two – teacher researchers’ perspectives on action research

<http://contentbuilder.merlot.org/toolkit/html/snapshot.php?id=81737470330426>

Week Three – teacher researchers’ perspectives on research mentoring

<http://contentbuilder.merlot.org/toolkit/html/snapshot.php?id=96583899014242>

These three websites were designed to assist in disseminating teacher research among the researchers with whom I worked. As I planned, several teachers at Bitterne Park School created web-based resources as they became researchers and research mentors.

5.3.1 My web-based research studies

I decided that the most convenient way to enable teachers to learn how to use the web-based templates at <http://www.keep.org> was to create accounts of our sessions online so that they could access them. I was effectively modeling what I was asking them to create to give an account of their learning. Because this MA module was worth 30 credits towards an MA (180 credits including a dissertation) it involved about 60 hours of study. I had to find a way to motivate and train the teachers in web-based technology to enable them to work outside the weekly 2.5 hour long sessions. To assist the teachers’ study, they had a handbook each (this is downloadable in the Bitterne Park section of <http://www.TeacherResearch.net>) and a file of copies of all of the several academic and professional texts that needed for completion of the module.

My weekly web-accounts proved to be popular and soon my email inbox was full of emails from the teachers at Bitterne Park expressing their delight at using web-based templates to communicate their creativity. I would sometimes get emails several times a day from a teacher asking me to take a look at a part they had just been working on. They worked in self-organized pairs to act as critical friends to one another, research mentoring colleagues as I was research mentoring them. They had to use the copies of selected research texts in order to complete their module and I made sure that I used their research embedded into my web-pages. You can see how I have incorporated their explanations about action research in the second web-page I created and about research mentoring (their spidergrams) in the third. To help them to understand what I meant by research mentoring, my first web-page was a self-study of my mentoring.

5.3.2 Teachers’ web-based research accounts

Here are some examples of the teachers’ chosen areas of research:

The focus of my investigation is to look at ways to make the Year 8 Scheme of Work on tourism more suited to the different learning styles of pupils in the group.

I decided to focus on a group of eight pupils in my able Year 8 group. I want to make their English lessons more vibrant, dynamic and creative.

I modeled how to help a colleague to narrow down their research focus by asking a series of questions including, ‘Which area of the curriculum are you researching? Which Year group will you work with? Which lesson or lessons specifically are you researching? What exactly do you want to find out? How will this help your teaching? How will this help those pupils to learn better? How can you know this is happening?’

Web-pages had to incorporate a ‘spidergram’ (Coombs, 2005, version of a concept map) setting out parameters for research mentoring a colleague as well as a critical thinking scaffold to show how engaging with a research article (cited Harvard style) had influenced learning. Examples of teachers’ spidergrams are in Appendix One. From a newly qualified through to a teacher nearing retirement, feedback was similar. Teachers valued this activity as research and used it to help them improve their work. I did not specify how they had to research but I provided guidance and references to web-based resources if they were unsure how, for example, to create and pilot their questionnaire. What I had not expected was that some of the teachers were research mentoring not just a colleague in our group, but also pupils in their classes.

The pupils have been instrumental in changing a fundamental approach in my teaching. I am well known by my classes, and the rest of the school, if I am honest, as a bit of a control freak. My classroom must be just so, my books and files are organized by colour and I am really pernickery about my little routines. The process of handing the creativity over to a group of pupils was a big step for me. But the response I have had from the pupils, their enthusiasm and commitment; their fresh un-blinkered approach was renewing and regenerating. If no other results come from this investigation it will have been worth it for that alone.’

‘My lessons would need evaluating. How would this be done? By pupils? Through being observed teaching and by myself? Perhaps I should be brave and use video? Questions were also raised (by my research mentor). Would I need to observe other lessons from other subjects where a different learning style might be dominant to see how these subject areas catered for the needs of pupils?’

5.4 What qualities did teachers appreciate in their research mentors?

What do the teacher researchers’ concept maps reveal about their perceptions of desirable qualities for a research mentor? These perspectives were gathered in the second of five mentoring sessions I ran with the teacher researchers at Bitterne Park School, Southampton, England. Examples of the concept maps created by two of my teacher research mentees who subsequently became peer research mentors are below: The maps are accessible at <http://www.cfkeep.org/html/snapshot.php?id=81737470330426> as well as in a hard copy format, (accessed online on December 27, 2011), in Appendix One.

Figure 6 is a reproduction of Donna Chipping’s spidergram. Donna was a geography teacher at Bitterne Park School in 2005. She had recently returned a break from her teaching to care for her family. Figure 7 is a reproduction of Rachele Morse’s (after her marriage, Rachele Gregg’s) spidergram. Rachele had been teaching for many years in the English Department at Bitterne Park School, by the time that I met her first in 2005. Both Rachele and Donna were offered an opportunity to present their research and an account of their research mentoring for one another to an audience comprising members of BERA’s Practitioner Researcher Special Interest Group. Both eagerly pursued this opportunity. This was particularly rewarding since their assistant head teacher, Simon Riding, who handled the initial stages of administration for the MA module that I piloted at Bitterne Park School, was unfortunately unable to take part. Apparently undaunted by the prospect of presenting their research to an audience of academics as researchers, Rachele and Donna went on to present at the National

Teacher Research Panel's Conference. (Later, they wrote an account of their own experiences, published by the NTRP/ DfES). Chipping, D. and Morse, R. (2006) *Using a supportive mentoring relationship to aid independent action research.*

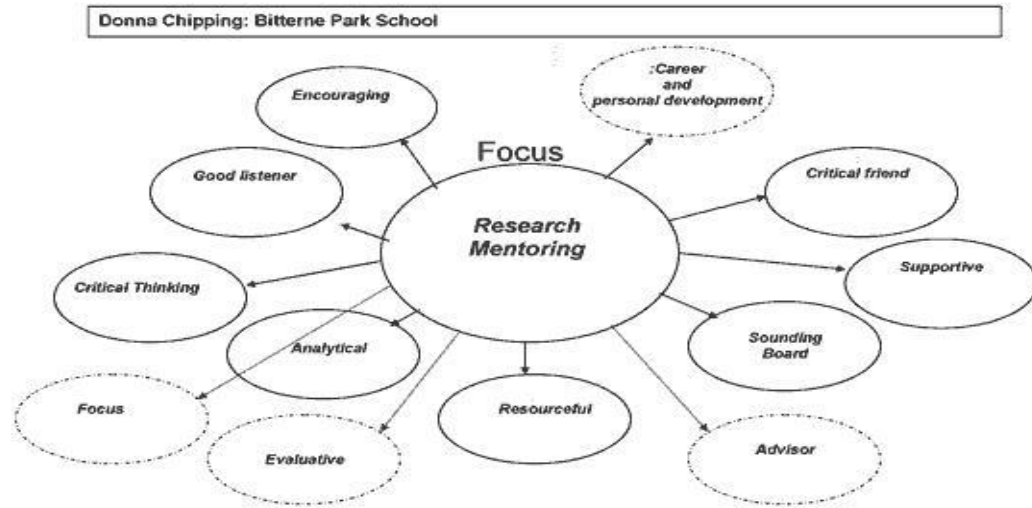


Figure 6: Donna Chipping's Spidergram (Bitterne Park Teacher Research Group)

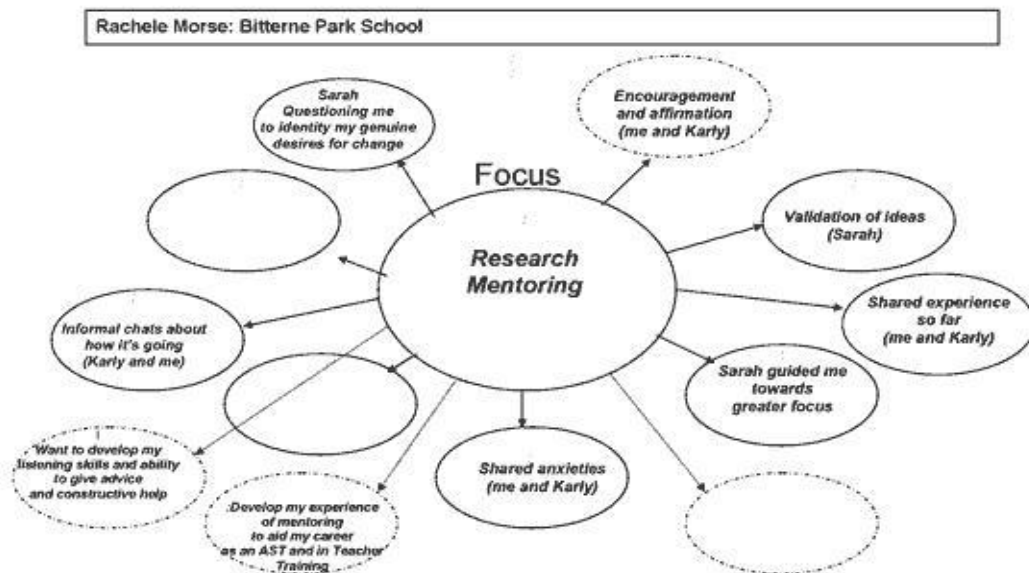


Figure 7: Rachele Morse's Spidergram (Bitterne Park Teacher Research Group)

In Figure 8, below, I have taken my data from each of the teachers' spidergrams that were created at Bitterne Park School. These are accessible from the Homepage of my web-site at <http://www.TeacherResearch.net> and also in hard copy in Appendix One. What I wanted to find out was how far expectations related to holistic personal and professional relationship that I have called 'mentoring' and how far they related to coaching. A directive coach works with a client providing directions for development whereas a non-directional coach relies on a client to provide the directions for growth. I also wanted to know how far this group of teacher researchers looked to a research mentor as a source of knowledge about academic research and how far being a peer teacher would figure in their expectations. Thus, figure 8 details the categories that were identified as being desirable by 15 teachers (Simon Riding was not present at this session although he was as my research mentee). What emerges from analysis is that this group of teacher researchers (in May 2005) expected coaching (directional and non directional) within personal and professional mentoring. They favoured a collaborative research role and expected their research mentor to be knowledgeable about academic research. He or she did not necessarily have to be a teacher and at this (early) stage in working together, generative potential was not viewed as a priority.

Name	Desirable qualities for a research mentor based on concept maps of research mentoring	Approach
Kerry Lord	Shares ideas; gives advice; suggests resources; suggests next stage/approach/; questions; shares results; works as a team; good listener	Directional coach
Karen Roper	Motivates; sets targets; looks ahead; probing questions to decipher information; two way approach; empathetic; co-enquirer; initiates and facilitates ideas; supportive advisor; critical thinker	Co-enquiring coach + mentor
Melanie George	Gives guidance; empathetic; listens; gives expert advice; gives direction and focus; engages in a mutual sharing of ideas; gives encouragement; supports critical thinking	Directional coach + mentor
Paul Davis	Gives support; critical friend; acts as a sounding wall; encourages critical thinking in practice; academic compass; shares and develops good practice;	Academic + non directional coach
Rachele Morse	Encourages and affirms; validates ideas; shares experiences; shares anxieties; develops my experience of mentoring; develops my listening skills and advice giving; critical questioner; informal	Generative mentor + coach
Sally Stevens	Sounding board; validates ideas; shares thoughts; gives guidance and support; asks open ended questions; focuses thoughts and ideas; offers personal development; listens and gives advice; challenges my thinking; advisor	Directional coach + mentor
Debra Baynath	Encourages; a buddy; critical thinker; shares experiences; gives cross curricular information; jointly reviews evidence; facilitator; is empathetic; a critical friend; gives support; good practice advisor	Teacher + Mentor
Clare Perrett	Skilled listener; questioner; reflective practitioner; counsellor; advisor; moves people forward; generative research mentor; gives information and something back; co-enquirer	Generative mentor + coach
Catherine Jones	Critical friend; focuses on the nature of research; understands cross curricular links; shares ideas and good practice; makes cups of tea; empathetic; uses personal knowledge of both parties to move forward; shares research and pedagogy	Teacher + academic non directional coach + mentor
Alison Larrett	Offers ideas of good practice; critical friend; focuses on the nature of research; asks open questions; Shares and develops ideas; experienced practitioner; reviews evidence and collective processes; listens; supports; empathetic; shares research; uses past	Teacher + academic Non directional coach + mentor

	experience of both parties;	
Andy Foster	Shares mentoring experience; research facilitator; project checker; academic compass; provides encouragement; resource guide; critical friend; sounding wall; shares ideas; pathfinder; critical thinker; gives support	Academic + non directional coach + mentor
Donna Chipping	Enables career and personal development; critical friend; provides support; sounding board; is resourceful; analytical, evaluative; gives focus; critical thinker; good listener; gives encouragement	Personal + professional mentor
Jeremy O'Donovan	Academic compass; project checker; intellectual beacon; encourages critique; facilitates research; resource guide; sounding wall; enables confidence growth; critical thinker; provides feedback	Academic + non directional coach
Katie Austin	Shares skills; sets objectives and deadlines; observes; sharing; challenging; resourceful; good listener; helpful; analytical; friendly; enables learning thinking skills	Non directional coach + mentor
Jo Tracey	Discusses ideas; informs ideas; listens; co-enquirer moves people on; advises; updates; questions and assists in reflection and refining ideas	Directional coach

Non directional coach	Directional coach	Academic	Teacher	Mentor (personal and professional)	Offers generative potential so research mentee can become a research mentor	Co-enquirer
***** *	*****	*****	***	***** ***	**	***** *

Figure 8: An analysis of teachers' expectations of a research mentor

5.5 How did teachers evaluate peers' research mentoring?

Talking about the MAR MA module piloted at Bitterne Park School in Southampton (TT500MAR, 2005), Chipping and Morse wrote in their (2006) publication for the NTRP/DfES (National Teacher Research Panel/Department for Education and Skills)

The MA module required us to engage in mutual research mentoring and to consider our needs as novice teacher researchers. The development of individual reflective journals enabled critical reflective thought, engagement with and analysis of the mentoring support that had been received. ... the apprenticeship model of mentoring is probably the type of relationship we would have favoured at the beginning of the course as we would have welcomed our course tutor teaching us rather than just guiding us through the process. However, as the course progressed, we came to appreciate we could use the input we received (from Sarah Fletcher) to guide us in further developing our own research mentoring relationship.

We would support the definition of research mentoring offered by Fletcher (2000) as 'creative collaboration between teachers as researchers and other researchers where the whole is greater than the sum of the parts... Through participating in research mentoring, it became clear that the benefits to the individual researcher would be far more significant and sustained than the action research project itself. Our views on mentoring were transformed from being cynical and concerned with the negative aspects of a mentoring relationship to a genuine epiphany of positive experience that

a supportive research mentoring partnership can give Research mentoring acted as a catalyst for a more highly developed individual researcher, essentially we were stronger researchers as one half of a mentoring partnership than we would have been as individuals. A research mentoring partnership doesn't halve the researcher, it doubles the capacity for undertaking action research.

5.6 What impact did research mentoring have?

Video transcript commentaries from Rachele Morse and Donna Chipping: BERA Practitioner Researcher Conference, Liverpool Hope University, 5 October 2005

Movie-1

Rachele: *This project is very close to my heart. I have seen a lot of changes in English, which is the subject I teach including introduction of the National Literacy Strategy and changes have influenced hugely the way it is planned, delivered and assessed and it means there has been a massive overhaul. It improves reading and writing skills, in my experience it is at the expense of pupils' creativity and imagination. So, within my project I wanted to see if I could find a way of re-introducing some of the imaginative response, some of the creativity, whilst still teaching within the confines of the National Literacy Strategy...*

Movie-3

Donna: *I saw this as an opportunity to get my career back on track. I felt this project was an opportunity to do something for me. When I started it, I was incredibly nervous – I think it was because I had been out of full time teaching for four years. I really felt that all my colleagues who would be on that course would be far more efficient than me and far more suitable for completing the MA than I was. I have to say it was incredibly exciting and I have to thank Sarah for introducing ideas. I couldn't get my head around that the idea of thinking about my teaching and what could I have done to improve it was actually something that was worthwhile and that we could gain accreditation in...*

Movie-4

Rachele: *I had been teaching for twelve years and I had been teaching the same lessons, virtually, using very similar resources, relying heavily on worksheets and I was going through the motions and my class was going through the motions – Yes you can tick the boxes and say you covered the National Curriculum but I wasn't really enjoying it and I don't think the youngsters in my class were either...*

Movie-7

Donna: *So I looked at the scheme of work and I questioned the youngsters in the classroom using questionnaires, I took that data in and I analysed it and then I planned a series of lessons using different kinds of learning styles focusing on me being the teacher and focusing on the youngsters being the learners*

Would it be possible in conventional research on teachers to enable them to give

account of themselves with confidence and fluency like Rachele and Donna do? Would it be likely without research mentoring that they would be enabled to present their knowledge and the rationale for their research as well as their own findings at research conferences alongside academic researchers. I would say No.

Movie-8

Donna; Using a PowerPoint presentation of her own design and chosen content, Donna explained 'My Teacher Research Project' to this audience of academics.

Movie – 9

Rachele: *I felt I had done my best teaching years before and I felt I was over the mountain and down the other side... I was looking for new challenges and when the MA came along it offered the chance to challenge me professionally and personally. I could not believe that I could take something I was already doing and make it more enjoyable and more challenging.*

Movie – 14

Rachele: *I had actually had a lot negative experiences of mentoring...*

Movie – 17

Donna: *Rachele and I built up a special relationship with Sarah through the MA module. I think it was really down to Sarah and her enthusiasm and her motivation that she sustained us through and I felt for the first time that I was being given genuine praise. Unfortunately, teaching is the kind of career where you don't very often get praise for the things that you do. You are expected to go into the classroom and just get the results. Sarah said 'You are doing really well' and it meant that Rachele and myself – we wanted to do better...*

Movie – 22

Rachele shows the web-page (using the KEEP technology she used with me) that her students had created. Research mentoring Rachele led to Rachele research mentoring her students. I offer this as further evidence of a potential generative impact of research mentoring between academics and teachers as researchers.

Movie – 25

Donna: *Action research is something that Rachele and I have grasped with both hands. And I think both of us have been able to see the benefits in our teaching from doing action research on a daily basis. The main thing has been a mentoring relationship – I have come to appreciate that a mentoring relationship can be very, very powerful and on the basis of that I have volunteered to become the mentor for the Curriculum group for Geography for this year, which is something I would never have considered getting involved before enrolling for this MA.*

What emerges from the accounts these two teachers gave of their experience as peer research mentors is highly significant. Having experienced negative emotions about the potential of mentoring to change practice for the better, they realised that peer mentoring could lead to mutual, sustained professional and personal development. Coming into this group of teachers researchers both had reservations about their capacity to enjoy teaching and enable others' (and their own) learning. Their peer mentoring reversed these reservations, enabling each to 'reinvent' themselves as a teacher. Incidentally, both went on to research mentor students in their classes too.

5.7 How did we externally validate the teachers' research?

The General Teaching Council for England has selected the work at Bitterne Park for display on their website at <http://www.gtce.org.uk> in the TLA resources section and commented;

'We chose this case study because it shows how a supportive proactive and practical mentoring partnership provided teachers with opportunities for reflecting together during their independent action research. They taught in a large comprehensive school with 1400 pupils and 90 members of staff. The mentoring process helped the teachers to stand back from the action research and reflect on what they were doing and its impact on their pupils' learning. They found three approaches particularly helpful;

- *Mentoring as a synergised learning process rather than a one way apprenticeship where the mentor passes information to the mentee;*
- *Mentoring linked with action research to create a cycle of planning-experimentation-review that can become a template for further mentoring;*
- *Relationships which bring new challenges but more experience.*

This GTCE endorsement provides external validation confirming teacher research enabled by peer research mentoring is appropriate to teachers' professional growth. *In addition, mentoring involved not only professional development for both the mentor and the mentee, but also offered a wealth of opportunity for personal development as both teachers learned about themselves.*' (Accessed 23 June 2011 from the website for the GTCE at <http://www.gtce.org.uk>).

5.8 Conclusion

Analysis of desirable research mentor attributes from my Bitterne Park work suggests that teacher researchers want both psychosocial and instructional support. Further analysis is needed based on accounts of research mentoring by these teachers and also accounts from other schools where this MA module focusing on research mentoring could be trialled. This small group slightly favoured non-directional coaching over directional and they preferred a research mentor to be an experienced researcher who co-enquires. Few were interested in being research mentors in future but this may be indicative of the timing of this survey. Attitudes may change over the course of the programme. Analysis of the teachers' accounts of research mentoring in their KEEP snapshots of practice is needed but beyond the scope of this self-study. My main interest is limited to discovering if I have assisted the education of colleagues about research mentoring. Evidence I have accumulated apparently confirms that I have.

Chapter 6: My publications; a critical review

6.0 Overview

In this chapter, I engage in a critical review of my publications since 1992, when I first became involved in a formal mentoring scheme (The Licensed Teacher Scheme). This review provides further evidence of the uniqueness of my thesis as a piece of educational research for my intention is to educate myself through self-mentoring once I understand how my ideas have evolved and where there are areas to develop. The significance of this chapter is that the publications have been peer reviewed and subsequently accepted by publishers to be of a sufficiently high quality to publish.

6.1 Introduction

My publications, solo and joint authored, have been submitted to a variety of professional and academic forums with the intention of maximising teacher and academic readerships. I have tried to ensure a mixture of publication locally, nationally and internationally by looking for ways to cross boundaries between practitioner (action) research and more traditional forms of *academic* research. My goal is a shared readership by school and university based audiences because my premise is that Educational Research Mentoring should unite and enhance cooperation and collaboration among distinct, yet overlapping, populations. I have used a diversity of formats ranging from practitioner handbooks to more traditional academic writings that critically engage with the topic of mentoring. Further examples of my publications can be found at <http://www.TeacherResearch.net>

6.1.1 Educational research mentoring in my publications

I have included my work presented publicly as it reinforces a claims that I have made about putting my ideas into the public domain; one of the criteria that distinguished work created as research from work created as part of my professional development. Figure 9 provides an analytical overview of the research methods/approaches that I have drawn upon within my published writings and an indication of their application or phase in education with regard to mentoring.

Publication (text-based)	Research method/approach	Mentoring phase or application
<i>Fostering the use of web-based technology in mentoring 2012 (in press)</i>	<i>Self-study action research</i>	<i>All</i>
<i>Mentoring Adult Learners; Realising Possible Selves 2007</i>	<i>Self-study action research</i>	<i>Adult learners</i>
<i>Educational research mentoring and coaching as co-creative synergy 2007</i>	<i>Self-study action research</i>	<i>All</i>
<i>The Mentoring and Coaching Special Interest Group 2006</i>	<i>Practitioner research</i>	<i>All</i>
<i>Technology-enabled action</i>	<i>Self-study action research</i>	<i>All</i>

<i>research in mentoring teacher researchers 2006</i>		
<i>Educational Research Mentoring in School-Based contexts 2005</i>	<i>Self-study action research</i>	<i>All</i>
<i>Using digital technology for practitioner research 2005</i>	<i>Practitioner research</i>	<i>All</i>
<i>Research mentoring: the missing link in educational research 2005</i>	<i>Action research</i>	<i>All</i>
<i>How do I see my professional values? The Look of the Teacher 2003</i>	<i>Self-study action research</i>	<i>Initial teacher education</i>
<i>A Celebration of Mentor Research in Wiltshire 2003</i>	<i>Practitioner research</i>	<i>All</i>
<i>What's teacher research got to do with me? 2002</i>	<i>Practitioner research</i>	<i>All</i>
<i>Wiltshire Research and Development Group 2002</i>	<i>Self-study action research</i>	<i>All</i>
<i>Teaching teacher professionalism 2002</i>	<i>Practitioner research</i>	<i>All</i>
<i>Improving mentoring with action research and digital video technology 2002</i>	<i>Self-study Practitioner research</i>	<i>Initial teacher education</i>
<i>Mentoring in schools 2000</i>	<i>Self-study Practitioner research</i>	<i>Initial teacher education</i>
<i>A role for imagery in mentoring? 2000</i>	<i>Self-study Practitioner research</i>	<i>Initial teacher education</i>
<i>Reconceptualising teaching practice 1998</i>	<i>Self-study Practitioner research</i>	<i>Initial teacher education</i>
<i>Attaining self-actualization through mentoring 1998</i>	<i>Self-study Practitioner research</i>	<i>Initial teacher education</i>
<i>Modelling reflective practice 1997</i>	<i>Self-study Practitioner research</i>	<i>Initial teacher education</i>
<i>ITE and form tutor mentoring; 1997</i>	<i>Practitioner research</i>	<i>Initial teacher education</i>
<i>From Mentor to Mentored 1997</i>	<i>Self-study Practitioner research</i>	<i>All</i>
<i>Caveat Mentor 1995</i>	<i>Practitioner research</i>	<i>Initial teacher education</i>
<i>Working with your student teacher 1994</i>	<i>Self-study Action research</i>	<i>Initial teacher education</i>

Figure 9: Analysis of research approaches/methods and potential phase application in my publications.

This analysis reveals a shift in focus from mentoring within initial teacher education to a generic approach to mentoring not only adult learners but all learners in schools.

6.2 Publications 1992 - 1997

In 1992, I was Head of the Languages Faculty at Manshead Upper School, Dunstable, Bedfordshire. My role as a mentor for Licensed Teachers in school developed into my lectureship at the University of Bath, with responsibility for PGCE student cohorts. By 1997, I had run the PGCE cohort at the University's outstation in Bournemouth, Christchurch and Poole and was moving back to take responsibility for the Modern Languages PGCE programme at the University's main campus in Bath. In 1997, after two years PhD supervision, my supervisor Professor James Calderhead left and so I opted to study for a PhD by publications. My submission was (mis)examined in 2003. In my early publications I was drawing on my experiences as a school-based mentor.

6.2.1 Working With Your Student Teacher 1994

Significance for my learning	Significance for research mentoring
<ul style="list-style-type: none"> • This was my first publication about mentoring within initial teacher education. • I wrote it as a teacher researcher after training as a mentor in the Licensed Teacher Scheme in Bedfordshire. • The initial manuscript was well received, but the publisher was then persuaded that it would not be marketable unless it was co-authored by an academic researcher. 	<ul style="list-style-type: none"> • The model of action research provided could be integrated into mentoring. • This book, intended for modern linguists, provided the subject specific base for the practice of research mentoring I utilised. • The combination of action research that Mike Calvert introduced integrated into my model of mentoring provided a base for development of research mentoring that underpinned the BPRS guidelines.

6.2.2 Caveat Mentor 1995

Significance for my learning	Significance for research mentoring
<ul style="list-style-type: none"> • written while I was teaching and mentoring at an upper school and published after I left. • I look at the children's perspective on having mentoring occurring in the class and stress that I see mentoring as a kind of partnership and impacts on the whole school. • This article reflects critical engagement with mentoring and growing awareness of seeing mentoring as a collaborative venture between school and HEI. • I see mentoring as a kind of partnership and impacts on the whole school. • I recognise mentees' words need to be understood in their particular context. 	<ul style="list-style-type: none"> • a call for training as a mentor and allocated time and it suggests that mentoring shared between different members of the department would be a useful way forward. • It stresses the lack of recognition for mentoring in a school in the early 1990s to pressure on a school based Mentor confronted with responsibilities for another's professional development. • I look at the children's perspective on having mentoring occurring in the class. • It explores the difficulty of establishing a collaborative programme between a mentor and mentee and this experience was a useful point of reflection for problems that can arise within Educational Research Mentoring.

6.2.3 From Mentor to Mentored (1997)

Significance for my learning	Significance for research mentoring
<ul style="list-style-type: none"> • It identifies some of the more and less successful aspects of the mentoring experience. • It examines my own perceptions in my changing role from being a school-based mentor and teacher and mentor to becoming a lecturer in education. • I realised the importance of matching the mentor and mentee's values and experiences. • My mentoring experience resides in <i>mentoring for competence</i> in the Licensed Teacher Scheme as well as in the <i>mentoring as reflection</i> model. • I set out my own model of phases in a mentoring relationship, which is similar to/not identical to Furlong et al's model. 	<ul style="list-style-type: none"> • This paper is an account of the induction process of a novice academic, but experienced school-based mentor, learning from an experienced mentor in an unfamiliar (university) context. • Fundamental to Educational Research Mentoring is the premise that a novice has substantial expertise and experience amassed in a different context. • The mentor needs to assist any novice in recognising, defining and nurturing this expertise in order to assist the transition from one context to another. • This publication suggests guidelines to improve the present system in HE. • Coupling mentoring with assessment was problematic – it looks a victory narrative.

6.2.4 ITE and form tutor mentoring 1997

Significance for my learning	Significance for research mentoring
<ul style="list-style-type: none"> • <i>Training</i> is only part of what needs to be offered to teachers as I research mentor. • My publication had two aims. First, to highlight the need for novice teachers to think in their development as form tutors within their PGCE course. Second, to investigate the implications of secondary schools and universities working in partnership. • As a teacher, I could not understand why there was no mentoring to support the induction of teachers into their first teaching post. I had been mentored... 	<ul style="list-style-type: none"> • It relates to Initial Teacher Education rather than <i>Training</i> and this is a major UK policy shift. • Training implies a finite number of professional skills, values and understandings to be communicated by an expert teacher to a novice. • Mentoring, as I envisage it, is a more holistic process whereby the novice's creativity and imagination are engaged through a co-enquiring educational relationship with their mentor. • This article voices concerns from 18 novice teachers about a lack of proper preparation to become 'form tutors'.

6.2.5 Modelling reflective practice for pre-service teachers 1997

Significance for my learning	Significance for research mentoring
<ul style="list-style-type: none"> • In this publication, which was intended for a university academic readership. I set out to learn how to engage more critically with others' published writings. • I was exploring a new language and vocabulary in my writing and drawing on my research into literature about mentoring and mentor training for school-based practice. • This is the first piece of extended critical engagement that I have undertaken and which has been published. • As a linguist, I feel drawn to engage in the debate about the accessibility of 	<ul style="list-style-type: none"> • While drawing on my experience as a mentor I was straddling school and higher education teaching practices. An educational research mentor needs to move between school and university cultures • One of the parallels I see between mentoring in initial teacher education and mentoring for research is the degree of un-learning that needs to occur before a new learning becomes possible. Teachers who are convinced the research they are planning to undertake is not good enough for/is not the same as the

language used by academic and teacher researchers and the gulf of understanding that can result as each misinterprets the other's expression of their knowledge.	traditional model i.e. scientific research, have to go through a process of unlearning before they can undertake systematic research into their own practice.
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6.3 Publications 1998 - 2002

In 1998, my father died and there was a pause in undertaking research. However, the pressure to publish as a university lecturer was on-going and I wrote several articles. In 1999 I started to travel abroad for the first time to present my work and late in that year I made my first visit to Japan. By 2000 I had decided that I needed to publish my first-hand knowledge about school-based mentoring in initial teacher education. With encroaching disability following a severe bout of viral pneumonia in late 2000, I drew upon previous learning to manage pain during my thirties (when I was also disabled). With increasing deafness related to Meniere's disease, I sought ways to communicate using web-based technology and photography, embedding these into action research.

6.3.1 Attaining self-actualisation through mentoring 1998

Significance for my learning	Significance for research mentoring
<ul style="list-style-type: none"> • Researching this article helped me to understand my leaning towards the humanist school of thought. • It underpinned my commentary for my thesis 'How do I nurture courage to be?' for the University of Bath and reinforced my passion to enable mentoring as self actualisation for mentor and mentee. • I use Eric Berne's research about three ego states of adult, parent and child. I discuss how the classroom teacher has an opportunity to act in <u>adult</u> mode because working with children largely demands interaction in <u>parent in loco parentis</u>. • There is a very useful section on how placements for the PGCE are organised by Bath University and how problems are overcome by novice teachers ill matched to mentors and this will be useful for inclusion in my thesis about the nature of mentoring in ITT and ITE. • My interest in psychology and mentoring combine in this publication as I explore what it might mean for mentors to achieve a state of <i>self-actualisation</i>. 	<ul style="list-style-type: none"> • In order that mentoring can be sustained and encouraged as a viable form of professional development there have to be identifiable benefits for the mentor as well as the mentee. Few school-based mentors are paid for their work and, where they are, payment cannot not adequately compensate for the good will and additional support that are necessary to supplement contracted hours of ITT mentoring. • Rather than a bolt on extra to every teachers' job description, I perceive mentoring as a specialist art that some teachers can (and should) develop, not only for assisting with inducting novice teachers but also for improving the quality of teaching and learning in the school and, correspondingly, in HE. • An important concept in this writing, one that has attracted considerable attention from school and HEI based mentors, is that not every teacher is a good mentor.

6.3.2 Reconceptualising teaching practice 1998

Significance for my learning	Significance for research mentoring
<ul style="list-style-type: none"> • Reviewing Hamilton's book was pivotal to my understanding of the professional values and qualities teacher educators might aspire to embody, recognise and 	<ul style="list-style-type: none"> • I began to integrate self-study action research into mentoring as a way to structure reflection on and identification of targets for improvement. Without

<p>promote among novice teachers.</p> <ul style="list-style-type: none"> • I realised that over analysing constituent parts of teaching and learning can end up as a disconnected fragmentation without reconstruction. A serious pitfall to avoid. • It is interesting that when I was writing this paper in 1998 I am still wondering how information disseminated by e-mail affects traditional book bound research! 	<p>realising it at the time, I was reviewing a book that would shape my approaches to mentoring not only of novice teachers, but also novice and experienced teacher researchers (and their research mentors).</p> <ul style="list-style-type: none"> • ‘Deconstruction’ and reconstruction is characteristic of Educational Research Mentoring as mentees explore their own stance towards teaching and their values.
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6.3.3 A role for imagery in mentoring? 2000

Significance for my learning	Significance for research mentoring
<ul style="list-style-type: none"> • Taking my experience as a starting point, I realised that visualisation might be a potent tool for assisting novice teachers to imagine and actualise their positive possible selves. • Visualisation was the key to helping me make challenging transitions on a personal plane. Its techniques helped me overcome my own disabilities and I recognised its life changing potential. • This publication coincides with that of my handbook for mentors which I began to plan before I became a university lecturer in 1994 (this paper and the book were where I began to feel ‘actualised’ in making a transition from school to HE. • Having been taught many visualisation techniques by a clinical psychologist to manage severe pain from spinal injury I was learning to apply my knowledge in a completely different situation, adapting what I know to teaching. I presented this paper to business mentoring colleagues. 	<ul style="list-style-type: none"> • I researched literature that related to coaching in sport and medicine where visualisation can aid improvement and at this point, I began mentoring novice teachers in self-study action research. • While they were mentored in school to assist them with classroom practicalities I mentored them in a university setting in how to research what occurred in a classroom. I wanted to assist novices to realise their own responsibility and potential for improving learning and was sure that visualising themselves as successful practitioners would help. • Using imagery seems to <i>sensitise</i> novice teachers and appears to enhance their ability to evaluate their progress and to stimulate their imagination and thereby maximise their potential as learners. • There is a note of caution about <i>mentors</i> forming possible selves for mentees. I’ve realised it is vital for the mentee to take responsibility for their own development.

6.3.4 Mentoring in Schools: A Handbook for Good Practice 2000

Significance for my learning	Significance for research mentoring
<ul style="list-style-type: none"> • This is the cornerstone in development of my ideas as a teacher-researcher-mentor. • The aim was to ground my book in my experiences, as a schoolteacher and a university academic. The Structured Mentoring approach (in Chapter 1) mirrors training I underwent as a mentor. Chapter 2 case studies reflect my experiences as a teacher in schools. In Chapter 4, I discuss a methodology I used to investigate my tutoring in HEI. • I see that I was modelling how I thought a teacher educator might explicate their ideas and understandings as a means to further their professional development. 	<ul style="list-style-type: none"> • Although intended for ITE mentors, its content applies to research mentoring. • A concept of mentoring as collaborative enquiry again challenged the prevalent idea of mentoring as apprenticeship. • I was committed to creating a work about mentoring. I wanted mentors in school and tutors in HE to read my work as a platform to define what mentoring was and explore what it might become. • Mentoring is too easily stereotyped and rendered formulaic; I wanted mentoring to be engaged with creatively to provide a basis for mentors to research their work mentoring to complement works about

<ul style="list-style-type: none"> I started this before I left schoolteaching. 	mentoring often written by non mentors.
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6.3.5 Improving mentoring with action research & digital video technology 2002

Significance for my learning	Significance for research mentoring
<ul style="list-style-type: none"> This paper is from the presentation that I gave the modern languages conference and marks my transition to researching generic issues in mentoring. I explain why we need to enable novice teachers to undertake some self-study. This is the beginning of my trajectory in learning to incorporate action research and multimedia in professional growth. 	<ul style="list-style-type: none"> I explained that my students are invited to make their own evidence of their own improvement that they have to back up claims that their improving and meeting the standards for qualified teacher status. I explain how I have worked with trainee teachers and mentors integrating research and digital video in order to systematise processes of professional development.

6.3.6 Teaching teacher professionalism 2002

Significance for my learning	Significance for research mentoring
<ul style="list-style-type: none"> I decide I need to disseminate my ideas more broadly than through academic literature if I bridge between school and university research so I start to look for ways to work with bodies who shape research by teachers in their schools. 	<ul style="list-style-type: none"> This article is published by the General Teaching Council on their website 2002. I explore what I mean by professionalism and the starting point of understanding what it means to be an <i>amateur</i> teacher. This paper reflects my interest in LET.

6.3.7 What's teacher research got to do with me? 2002

Significance for my learning	Significance for research mentoring
<ul style="list-style-type: none"> I set out to raise awareness by situating Wiltshire teachers in the national scene of teacher research and I chose to refer to local names as well as national figures to establish that teacher research was increasingly well supported. The case study, written by Catherine Meacher, who was a PGCE mentor for Bath, later became a centre piece at http://www.TeacherResearch.net In this paper, published in Wiltshire LEA's Journal of Education I set out to draw teachers in to form a nexus of school-based researchers accessing funding made available by Wiltshire. Catherine says that although I offered ideas I didn't give definitive solutions. This is how I want ERM to develop in schools – not just as research training. 	<ul style="list-style-type: none"> Writing for a professional as well as an academic research community is crucial since research mentors for teachers are less likely to read academics' research. This raised problems in my role as an academic researcher where I was only respected for publishing for academics. I am, however, promoting a local research and development group set up by the Wiltshire Education Local Authority in partnership with the University of Bath. The Wiltshire scheme was extraordinary in its vision to enable teachers' research and widened my understandings about research mentoring for school teachers. Collaborative writing and conference presentation <i>with</i> teacher researchers exemplifies the CPD potential involved in <i>Educational Research Mentoring</i>.

6.3.8 Wiltshire's research and development group 2002

Significance for my learning	Significance for research mentoring
<ul style="list-style-type: none"> This article reflects how I was being influenced (in terms of language/values) 	<ul style="list-style-type: none"> My website has just been set up with the intention of disseminating understanding

<ul style="list-style-type: none"> by Whitehead and McNiff's practice. I opt for a <i>professional</i> publication again. 	<p>about research mentoring with teacher researchers' accounts of their enquiries.</p>
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6.4 Publications 2003

By 2003, I was forced to plan for retirement on grounds of ill health. This seemed a devastating blow as I had no wish to retire and was driven by a passion for research. After months of absence through ill health, my viva voce took place for my thesis by Mode B (staff mode by publications). I was alerted to the fact that the University had sent the wrong criteria (for Mode A) to examiners but nevertheless I was obliged to undergo examination of my work as if it was not by publication but a Mode A thesis. Overcoming difficulties, I managed several publications in 2003 and I prepared an appeal to the University (which I won) to have the examiners' decision overturned and re-examination of my work. Unfortunately, the University did not re-examine it during three ensuing years, so in 2006 I decided to de-register this PhD studentship.

6.4.1 A Celebration of Mentor Research in Wiltshire 2003

Significance for my learning	Significance for research mentoring
<ul style="list-style-type: none"> I celebrate not only submitting bids to the DfES, but also my transition as a teacher to becoming a research mentor. I was a member of Wiltshire LEA's Research and Development Committee and I was invited to assist teachers in making bids both for national funding (Best Practice Research Scholarships) and Research & Development Funds. 	<ul style="list-style-type: none"> I hope to raise enthusiasm for mentor research and specifically want to arouse awareness that national as well as local funding could support teachers' research. At that time, BPRS and Wiltshire funded my activity as a research mentor and I assisted c. 75 teachers in getting awards. This formed the basis of my work in Educational Research Mentoring.

6.4.2 Guidelines for Best Practice Research Scholarships Research Mentors 2003

Significance for my learning	Significance for research mentoring
<ul style="list-style-type: none"> The guidelines set out my views as an educator working in higher education, committed to assisting schoolteachers in representing their knowledge. While I value research about what happens in school classrooms I perceive this as only a partial view of what occurs in schools. This is my expression of commitment to technology integrated with mentoring & action research (as appreciative inquiry) The original intention of the scheme was that training would be provided by HE or by outside agency tutors and I argued for the use of the wording <i>research mentor</i> and said that I would create guidelines. I was now acting at government level to further research by teachers in schools. These guidelines are an expression of my own beliefs and values as a researcher 	<ul style="list-style-type: none"> My Guidelines for BPRS research mentors were intended to ensure teacher researchers would be accorded respect as professional researchers alongside their researcher-mentors. As a member of the DfES/BPRS working party charged with ensuring teacher researchers were supported in undertaking enquiry I took responsibility for creating guidelines for BPRS research mentors. Colleagues assisting teacher researchers was originally called <i>research tutors</i> but I contested this terminology on the basis that teachers should not be instructed only in more traditional research methods but enabled holistically (I mean <i>personally and professionally</i>) to engage in enquiry alongside more experienced researchers. My guidelines were written for teachers generating knowledge by co-enquiry.

working with teachers in their schools. I wanted to show mentoring is a privilege.	
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6.4.3 How do I see my professional values? The Look of the Teacher 2003

Significance for my learning	Significance for research mentoring
<ul style="list-style-type: none"> • This was a key paper for me as I was able to integrate my multiplicity as a teacher with being a university researcher in co-publication with internationally distinguished authors. • My account of teaching PGCE students was designed to enable the readers to scrutinise not only what I said, but what I was thinking as I was talking to them. • We comment on how we have influenced one another as educators, both intent on improving our own and others' practice. 	<ul style="list-style-type: none"> • It is a core tenet of my work that academic researchers should open up their own work to investigation through self-study to a wider audience if they are to actualise their own credibility among school-based colleagues they work with. • Using digital video in self-study action research is core to my idea of Educational Research Mentoring. • The 'look' of the teacher is inwards as well as outwards and is shared in the intention of improving our teaching.

6.4.4 The Role of ICT in Teacher Researcher Mentoring 2003

Significance for my learning	Significance for research mentoring
<ul style="list-style-type: none"> • Co-written with Catherine Meacher from John Bentley School, this helps me to understand my research mentoring. • Catherine and I collaborated to explicate our belief that teacher research is a core aspect of teachers' professionalism. • In a position statement, I call for a database for teacher researchers' work. • Collaboration with John Hewitt, has resulted in just such a database at http://www.TeacherResearch.net 	<ul style="list-style-type: none"> • Assisting teachers to study their work as a basis for improvement is part of the role of an Educational Research Mentor. • Equally important is creating new possibilities for making their work public. In this paper, published by one of the leading education journals focusing upon using ICT to promote learning. • In this writing, I define my conception of 'research mentoring' as a synergistic learning process for mentor and mentee.

6.5 Publications 2004 – 2006

I retired on ill health grounds in 2004 from (full time) lecturing at the University of Bath and was fortunate to be appointed to a senior lectureship in mentoring at Bath Spa University within a few days. Unfortunately, I was unable to recruit any students for my teaching groups from Bath Spa's PGCE cohort as they had failed an OfSTED inspection in the secondary phase. This meant that I was obliged to look much further afield, beyond the campus in Bath. In reality, I was obliged to travel 230 miles every week during my two days employment and expected to attend meetings on other days. My health began to suffer and, reluctantly, in 2006 I retired from my post at Bath Spa. Publications between 2004 and 2006 largely drew upon my thesis by publications that remained unexamined, despite the recommendation of Bath's Appeal Board in 2004. I was advised to de-register from Bath and register for a DPhil by publications via Bath Spa University. One examiner stated two of my publications were not peer reviewed. They were but my appeal was quashed on grounds of irrefutable academic judgement. Despite this set back, I set up my own business as a consultant research mentor and I was glad to be engaged to advise on e-enablement of the Teacher Learning Academy.

6.5.1 Representing teachers' evolving knowledge 2005

Significance for my learning	Significance for research mentoring
<ul style="list-style-type: none"> This paper is linked from a web-based research account with Emma Kirby to help her to represent her own and other teachers' educational knowledge. 	<ul style="list-style-type: none"> Essentially, this is an account of practice as a research mentor and it records a process of seven steps taken to create a web-based account of Emma's learning.

6.5.2 Research Mentoring: The Missing Link in Educational Research 2005

Significance for my learning	Significance for research mentoring
<ul style="list-style-type: none"> The editor asked leading researchers in the AERA self-study SIG to provide evidence that they were contributing to the pool of educational knowledge in a way that might assist learning in an educational context and to justify any difference their research had made. A traditional way of examining the theory-practice divide has been that practice follows theory but I tend to agree with Ryle (1949) that efficient practice precedes the theory of it. This was my first articulation of the extent of my educational influence. I talk about my work with Tadashi Asada and Kei Sawamoto and how I've been working with a group of research mentees at the University of Arizona. When I set out my own narrative, I draw on the experience of working with one student in my mentoring MA summer school, who had just been so that he is going to fail his assignment if he does not complete my assignment in 6 weeks! This is a clearest account of research 'coaching' that I can find in literature. 	<ul style="list-style-type: none"> Drawing from my experience as a research mentor for BPRS and Wiltshire LEA, this chapter explicates derivation of my theory from a base of my practice. I realised that research mentoring was a sought after link between communities of researchers; those in universities and those based in schools. Traditionally there was a gulf and yet if researchers combined efforts both would benefit. I set out to share my commitment to self-study enquiry as a means to professional actualisation; I discuss how traditional conceptions of mentoring are different from providing an inspirational basis for co-enquiry and I share an account of my practice as a research mentor educator in a way that potentially facilitates learning. I stress the originality of my definition of research mentoring as self-study through co-enquiry and explain that I am drawing on my experience as a research mentor for the BPRS scheme. I also explain how my experience working with coaches in business and in sports has influenced my practice and theorisation of mentoring.

6.5.3 Using digital technology for practitioners' research 2005

Significance for my learning	Significance for research mentoring
<ul style="list-style-type: none"> As the founder of and convenor for the BERA Mentoring and Coaching SIG I decided that I should also participate in the Practitioner Researcher SIG convened by Brian Wakeman. He invited me to write this for <i>Research Intelligence 2005; News from the SIGs</i>. 	<ul style="list-style-type: none"> At this time I had 3 websites and I talk about use of critical thinking scaffolds. Creating the <i>online</i> Critical Thinking Scaffolds (Fletcher & Coombs, 2005) substantially improved an MA module I piloted at Bitterne Park School in 2005. There brief accounts of the work of teachers at Bitterne Park School and their activities including BERA presentations.

6.5.4 Sharing teachers' action research 2005

Significance for my learning	Significance for research mentoring
<ul style="list-style-type: none"> I use hyperlinks to bring together work by many teacher researchers to share knowledge globally in ways that paper based representations would not enable. The KEEP Toolkit templates have assisted me in research mentoring teachers who would otherwise not be able to undertake sustained enquiry. The format of the templates allows teachers to work around their teaching, adding research findings as time and occasion allow. They can avoid the need for linear input that so often means they never get round to writing up enquiries. Though KEEP is no more the templates are still accessible at www.merlot.org and there is increased availability of function for teacher researchers now. 	<ul style="list-style-type: none"> In my research mentoring, I model and recommend web-based templates, designed by the Knowledge Media Lab. of the Carnegie Foundation for the Advancement of Teaching. Technology integrated in self-study action research represents a means by which teachers can represent their knowledge in dynamic ways (using text, audio, video and still photo renditions) and also reach other researchers beyond their locality. Teachers' research is often considered to be parochial and context specific but web technology is enabling sharing of ideas globally in a way hitherto impossible and with the capacity to share comes the possibility for teachers to engage critically with one another's research.

6.5.5 Enabling Research Mentoring through Information Technology 2005

Significance for my learning	Significance for research mentoring
<ul style="list-style-type: none"> An article for presentation in BERA Research Intelligence about the role of the BERA SiG I established in 2005 to promote research into mentoring and also research mentoring for teachers. I explain my own living educational theory of research mentoring practice. Until this point I did not understand that there were different approaches to action research and thought action research was automatically 'living educational theory'. My language sounds impressive but this is shallow; there is no depth of analysis. 	<ul style="list-style-type: none"> I talk about teacher research being a dialogical engagement between the teacher research and research. The language and form of suppression is very much a living educational theorisation. I make a point that knowledge is created in a research mentoring relationship but I don't mention that knowledge is created collaboratively through interaction as that comes later in evolution of my ideas. I recommend my website where I claim that I meet Hiebert's challenge to create a knowledge base for teachers (2002).

6.5.6 New Ways of Using the KEEP Toolkit 2006

Significance for my learning	Significance for research mentoring
<ul style="list-style-type: none"> I was challenged at Bath Spa University to find a way to show that my research mentoring was having an impact on teachers' learning so I created a web-page with video clips of teachers talking about the impact of my mentoring on their research. 	<ul style="list-style-type: none"> When my web-page was featured by the Knowledge Media Lab (Carnegie Foundation for the Advancement of Teaching) in their newsletter this meant that I knew that my ideas were being accepted by peer review and that they would be disseminated globally.

6.5.7 Technology-enabled action research in mentoring teacher researchers 2006

Significance for my learning	Significance for research mentoring
<ul style="list-style-type: none"> My intention in publishing my work is to 	<ul style="list-style-type: none"> This article explores my conception of

<p>ensure that teachers will be recognized and valued as co-creators of knowledge.</p> <ul style="list-style-type: none"> • I rely increasingly on the use of technology to assist my mentoring. • For the first time in my publications I attach the prefix <i>educational</i> in recognition and celebration of the nurturing and supportive activities in the mentoring of teachers as researchers. • Useful quotation from Stenhouse 1975 it is not enough teachers were should be studied; <i>they need to study themselves</i>. • I look back to my only experience of being told that I was paid to teach not research and I explain why undertaking government-funded research or taking time out was not an accessible option. • I focus on generativity in terms of teachers enabling their own students to undertake research in their classes. • I emphasise that teachers knowledge crosses traditional boundaries between schools and higher education and I see there is a new note of caution in my accounts of my research mentoring. • I critique a living educational theory approach (publicly) for the first time. • I draw attention to a shortage of time, money and appropriate technology within mentoring that can inhibit the growth of the educational knowledge between research mentor and mentees. 	<p>the genesis and evolution of Educational Research Mentoring. Intended for an HE academic readership, it includes an autobiography and a critical account of my involvement in mentoring teachers.</p> <ul style="list-style-type: none"> • By adding the prefix I wanted to indicate that this is not mentoring as a restorative function, which is how it is coming to be known through its association with supporting young offenders and students falling below par as they prepare for taking public examinations. <i>Educational</i> research mentoring integrates action research with systematic self-study and learning undertaken by all stakeholders involved within the research mentoring. • I explore the notion that academics are well-placed to become research centres that they need to avoid straitjacket in teachers knowledge so that it loses its contextual elucidation and relevance. • Academics must not be mesmerised by their own knowledge about research and experience (and about learning how to research) so that they might discount new approaches to research out of hand. • Page 57 there is a section on the evolution of my ‘educational research mentoring’. • I stress that it is the critical friendship within educational research mentoring that is crucial. Simply offering teachers technology will not entice them to use it.
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6.5.8 The Mentoring and Coaching Special Interest Group 2006

Significance for my learning	Significance for research mentoring
<ul style="list-style-type: none"> • This was the report of the inaugural meeting of the BERA SIG I established in 2005. The interest and support for disseminating research into mentoring and coaching has continued to energise and inspire me as the SIG’s convenor. • The report describes the conference that we held at Bath Spa University where my dream of a global community who furthered the knowledge created through research mentoring relationship began to become a reality that would need to be actively supported through SIG events. 	<ul style="list-style-type: none"> • We identified issues we intended to research, which included; • A need for a social framework to guide mentoring and coaching activities. • A need for understanding of the learning theories underpinning such a framework. • A need to clarify definitions of both mentoring and coaching to enable a greater understanding of their potential for learning across different professions. • The use of web-based technology for research mentoring was already well to the fore in activities our SIG had run.

6.5.9 Educational Research Mentoring in School-Based contexts 2005

Significance for my learning	Significance for research mentoring
<ul style="list-style-type: none"> • This was written about me while I was lecturing at Bath Spa University; the interview for it was with Toru Iioyoshi 	<ul style="list-style-type: none"> • This article is still available online in the gallery of teaching and learning and details my history of using KEEP

<p>(for the Carnegie Foundation for the Advancement of Teaching) by phone.</p> <ul style="list-style-type: none"> • This captures my vitality and creativity; I created my first draft snapshot in 12 hours and was delighted that teaching moments through the interaction between layers of text, video, images and audio could be communicated so seamlessly. • My school workshops are increasingly reflecting the generative impact of the educational research mentoring there. • I cite the approach to action research integrated with mentoring in Japan where Rieko taught me that her aim was not to research and develop the education of children but to improve her teaching. She's starting from a basis of doing something reasonably well in helping children to play and wanting to improve this - rather than from a problem base. 	<p>templates to enable research mentoring.</p> <ul style="list-style-type: none"> • This article about my work is significant in that it brings together several of my 'snapshots' and relates them to work at Bath Spa University where I was integrating critical thinking scaffolds. • The capacity to reflect on and analyse one's knowledge emerges only after considerable knowledge has been Teachers develop their own templates and snapshots with me as they support one another as a research mentor. • The reflections of skilled practitioners deserve to be systematised (Snow, 2000) so their personal knowledge can become accessible and subject to more analysis. • In one of the snapshots highlighted here there is an analysis of how mentoring has enabled Emma to develop her ideas from a draft of her BPRS report to her article.
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6.6 Publications 2007 – 2011

By 2007, I was enjoying the freedom of self employment as an educational consultant and felt honoured to be invited to give a keynote address at a Coaching and Mentoring Conference at Oxford Brookes University. I was the external examiner for the Oxford Brookes' and the University of Limerick's mentoring programmes and invited to visit and present my research using web-based technology to enable 'research mentoring'. I was also delighted to be invited to take part in the Teacher Learning Academy's Recognition Scheme for Teachers' Learning, both as a validator and then as part of the pilot cohort for their highest award; the Stage 4 Stage of Recognition of Learning. By the time I submitted my work my mother was dying and I appreciated kindness in allowing me to represent a more developed account of my learning at a later hearing.

6.6.1 Educational research mentoring and coaching as co-creative synergy 2007

Significance for my learning	Significance for research mentoring
<ul style="list-style-type: none"> • I begin by explaining that mentoring and coaching are not clearly defined and there is a need to define because they have different meanings and relevance within different professional contexts. • My knowledge about coaching began to expand when I hosted meetings for the Oxford School of Coaching and Mentoring at the University of Bath. • This paper is significant because I am focusing on the practice of research mentoring and of research coaching. • Since writing this paper my view of coaching has changed, largely a result of authoring a coaching overview for SAGE. I recognize that the coach does not necessarily know where his/her client 	<ul style="list-style-type: none"> • If I imagine a dynamic triangle with values, skills and understanding at each angle I can begin to see how I might conceptualise mentoring and coaching. • Coaching relates more to skills while mentoring revolved around developing teachers' values and understandings. • Educational research mentoring emerged from a fusion of structured mentoring (Fletcher 2000) and enquiries on How can I improve my practice? (Whitehead 1989). I explain I incorporated enquiry in lived experience (Van Manen, 1990) in appreciative enquiry (Cooperrider). • I described how I adapt to the model of the Chartered teacher scheme in Scotland for my work, which revolves around

is heading and that the art and the craft of question is to enable client to explore.	professional skills, values & knowledge to deepen one's own understandings.
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6.6.2 Mentoring adult learners; realising possible selves 2007

Significance for my learning	Significance for research mentoring
<ul style="list-style-type: none"> I am returning to the possible selves construct that I used in my practice (and my publication in 2000) as I explain how mentoring incorporating the possible selves construct can enable learning. 	<ul style="list-style-type: none"> I explore how incorporating the possible selves construct originated within a collaboratively supportive, challenging mentoring relationship that can assist in both personal and professional growth.

6.6.3 A research mentor's learning journey 2009

Significance for my learning	Significance for research mentoring
<ul style="list-style-type: none"> When I submitted my presentation to the Teacher Learning Academy I was recognizing that teachers, pupils and academic researchers contribute understandings and knowledge together. Each party's contribution is discreet but also intimately related to the others. My background as a school teacher author fired me up with a belief that teachers have a right to be listened to in their own voice and that we should not be looking one way or one channel of expression particularly in relation to what constitutes good teaching. This was to be the culmination of over 20 years of my work and intended to endorse values, skills, knowledge and understanding that I amassed. The reason I chose to use web based technology was that I see that teachers struggling to communicate their research in a traditional so-called academic way. 	<ul style="list-style-type: none"> Here I voice my conviction that teachers' research should sit alongside academic research as a way of creating knowledge to enable an improvement in teaching and learning in educational contexts. It is a question of democratic capacity here and the rights of teachers to voice their ideas in a way that is understood and valued alongside other kinds of research. This rationale for my presentation to the Teacher Learning Academy is a key part of my thesis as it expresses simply and clearly how and why I have set about trying to raise the profile of teachers' research. Rather than simply 'allowing' teachers' voice within academic research I want to see teacher researchers expressing what they know in ways that can be properly engaged with (critically) by academics and by teacher researchers working in schools.

6.6.4 IJMCE (editor in chief) 2011-

Significance for my learning	Significance for research mentoring
<ul style="list-style-type: none"> This is the culmination of my aspirations as an academic researcher where I open opportunities for (high quality) research in mentoring and coaching to be shared. Bridging researcher populations within schools and higher education has long been my aim. Becoming the editor for this journal, with the expert support of EMERALD and my deputy editor (to become my successor as convenor for BERA's Mentoring and Coaching SiG) enables me to take a lead in deepening and widening understandings about the practice and theory of mentoring and coaching and how we can nurture the 	<ul style="list-style-type: none"> The <i>International Journal of Mentoring and Coaching in Education</i> (IJMCE) publishes cutting edge research and substantial in-process reports and theoretical accounts of mentoring and coaching within educational contexts. IJMCE provides overviews of how mentoring and coaching are evolving as well as circulating critical engagement with theoretical and practical issues. It enables insights into variations in mentoring and coaching on a global platform, evidencing their situated nature and generic characteristics as well as reporting on issues in mentoring and in

growth of our <i>educational</i> knowledge.	coaching within theory and practice.
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6.6.5 Coaching in education; an overview (in press)

Significance for my learning	Significance for research mentoring
<ul style="list-style-type: none"> I have not related coaching to the use of web-based technology as a means of supporting teachers' research. That would be a logical step from my current position where I assist those entering initial teacher training, to enabling mentors to research their own practice and thence to examining how mentoring can enable research in schools. This chapter took me into research about a field of practice that has been largely ignored by academics who consider it is too 'practical'. 	<ul style="list-style-type: none"> Having largely regarded coaching as a subset of mentoring since the early 1990s, this is my first attempt to map out and critically engage with academic literature in this field. I conclude that education needs to develop its own concepts and models of education related coaching rather than looking for off-the-peg models that it can be simply imported from business contexts. I point out strengths & shortcomings of the GROW model. I suggest that <i>KNOW</i> parameters are appropriate.

6.6.6 Fostering web-based technology in mentoring and coaching (in press)

Significance for my learning	Significance for research mentoring
<ul style="list-style-type: none"> This was written in 2011 for the SAGE Handbook. It is a self-study and contains my best critique yet of using digital technology in research mentoring and research coaching. I explore pitfalls in mentoring using web-based forms of technology. There is an account of how I gained TLA (Stage 4) Recognition for my resources for teacher researchers and to support their research mentors. My critical engagement is thorough. 	<ul style="list-style-type: none"> The significance in terms of research mentoring is that I am now looking at increasing the capacity of teacher researchers within their profession. There is a new theme of building critical engagement with practice and theories and I question the kind of teacher research and the kind of technology to be used. I engage with e-mail and distance learning. I suggest a research agenda for web-based technology within mentoring.

6.7 My web-based resources for mentoring teacher researchers.

Name of web-page	URL and salient points in relation to my development of research mentoring.
<i>Introduction to research mentoring and coaching; (2007)</i>	<p>http://contentbuilder.merlot.org/toolkit/html/stitch.php?s=40387220625195 <i>What is research mentoring?</i> (adapted extract)</p> <p>Listening to what the teachers says they want to research and why they do; questioning to dig behind what they might be saying to ensure I understand underlying motivations as these will be a powerful driver in undertaking research; paraphrasing what a teacher is saying to me and repeating it so they can objectify what they hear and ensure that it's what they would like to be saying as a researcher; suggesting appropriate literature to read to deepen understanding is the challenge underlying assumptions and sometimes to act as a starting point establishing a focus; suggesting appropriate people to meet who can act as learner guides, collaborative data collectors, critical friends in assisting with the process; synthesising data collected into evidence to back up any claims to knowledge; explaining the difference between data and evidence; reassuring and leading from behind so that a teacher feels that they are in control of the research</p>

	<p>process but know that they have a supportive framework around them; drawing parallels between the research that a teacher is undertaken and that undertaken by other teachers began to reassure and inform and also to challenge; helping the teacher to frame a manageable research question that is relevant to their context and that has a reasonable chance of producing a project they are proud of; offering coaching in how to undertake particular kinds of research and suggesting research methods the most likely to help the teacher undertake their own research. But my primary roles is to act as a validator when a teacher makes a claim, ask if the evidence to back up any assertions. Sometimes I act as a data collector as well. I offer labour-saving ways of writing out research, including using voice recognition software and video. I challenge assumptions that research has to be written up. I create opportunities to represent teachers' knowledge on a local and national and international stage, in my case offering web space on http://www.teacherresearch.net I suggest appropriate training courses and appropriate seminars to attend an appropriate conversations to engage in to broaden understanding is and sometimes because of a clash of ideas and values to clarify what a teacher thinks about something and help them make tacit assumptions more explicit.</p>
<i>Research Mentoring and Coaching; Multi-media Representation: (2007)</i>	<p>http://contentbuilder.merlot.org/toolkit/html/stitch.php?s=40387220625195&id=2575590370759 Research Mentoring and Coaching; Multi-media Representation; Reflection focus areas 1) How does the use of multi media impact upon research accounting? 2) How do you judge the quality of research which using multi media? 3) How might multi media enhance or impede your own research?</p>
<i>Research mentoring and coaching; generic activities (2007)</i>	<p>http://contentbuilder.merlot.org/toolkit/html/snapshot.php?id=61238812246582 As a research mentor, I am concerned for the well-being of the individual or group in personal as well as professional ways. I feel a sense of responsibility to ensure that no harm comes to them and that the kinds of suggestions I may offer align closely with the values that they wish to hold. I sometimes find myself offering support in research skills and offering limited personal support as a mentor because I see these two things is being inter related. As a research coach, I work on a short-term basis where I see that a teacher or teachers have a specified need perhaps in terms of developing their knowledge of how to create questionnaires or undertake a survey.</p>
<i>Educational Research Mentoring presentation (2008)</i>	<p>http://contentbuilder.merlot.org/toolkit/html/snapshot.php?id=97571872451875 There is a question of accessibility of good educational research mentoring for teachers; there are relatively few educational research mentors with the skills, knowledge and school-based credibility to work with teacher researchers. This study shows that research mentoring by a university-based research mentoring can lead to peer research mentoring by teachers in schools and that web-based technology can enhance and enrich experience.</p>
<i>Using digital technology in Educational Research Mentoring (2008)</i>	<p>http://contentbuilder.merlot.org/toolkit/html/snapshot.php?id=69380076294188 The advent of the Internet means that teacher researchers can learn research techniques applicable to their own contexts and specific enquiries from one another as well as from academics. They can develop their own research approaches by synthesising approaches that are particularly appropriate to their own area of interest. This is not to say that teacher researchers necessarily can or should be expected to identify research approaches for themselves. The collaborative opportunities afforded by working with a pedagogical research mentor who is either a university-based or a school-based teacher can assist the definition and elicitation of ideas that are crucial in the development of sustained enquiry.</p>
<i>Dis/Advantages of web-based technology use for teacher research mentoring (2008)</i>	<p>http://contentbuilder.merlot.org/toolkit/html/snapshot.php?id=44526598737134 What results have emerged? * I have set these out in the two tables below sub-headed <i>Advantages in technology use in research mentoring</i> <i>Disadvantages in technology use in research mentoring</i></p>

	<p><i>*Details are included in the Conclusions of this thesis.</i></p>
<p><i>Evaluating the quality of multi media used in educational research (2008)</i></p>	<p>http://contentbuilder.merlot.org/toolkit/html/snapshot.php?id=25176187628113 I offer these questions as potential determinants of quality in multimedia use;</p> <ul style="list-style-type: none"> • How far does the multimedia assist a contribution to existing knowledge? • How far is the multimedia educational rather than just about education? • How far does the multimedia fulfill the criterion of fitness of purpose? • How far is the multimedia located in relation to and in dialogue with existing knowledge in an appropriate and relevant field? • How far does the multimedia enable a communicability in terms of body language, audio and visual that cannot be communicated in another form of expression? • How easy is it to access the multimedia; what of the quality of reproduction of audio and video? • Is it clear why the educator has used a particular piece of multimedia to communicate ideas at a particular time in preference to another form of representation for example text alone? <p>(Findings regarding my exploration of multi media use are in the Conclusion.)</p>
<p><i>Initiating & sustaining a teacher research community (2009)</i></p>	<p>http://contentbuilder.merlot.org/toolkit/html/stitch.php?s=93451977887612 My objectives were to:</p> <ul style="list-style-type: none"> * help each member of the group to understand how to research their practice by developing a concise and evocative research question. * enable each individual to learn how to engage critically with appropriate literature. * understand that teacher research and action research are not necessarily the same but that action research leading to school improvement is a vital and integral approach to professional development. Action research is not research for its own sake ... * raise awareness that there are different approaches to action research - using web-based technology to assist us in developing our understandings.
<p><i>The Mentor of Bath's Published Resource for Teachers-as-Learners (2009)</i></p>	<p>http://contentbuilder.merlot.org/toolkit/html/snapshot.php?id=52570385348583 These Toolkit resources can provide focal point for the learning conversations between mentors and mentees.</p> <p><i>For example: (adapted)</i></p> <ul style="list-style-type: none"> * What do I mean by <i>teachers' learning, mentoring and coaching</i>? * I'm new to mentoring teachers. I want to find out what mentoring and coaching offer. * How can I help teachers to express their learning, show what they know and share it? * How can I create simple web-pages about my own learning? * How have other teachers done this? * How do I show what I know to other teachers in my school and beyond? * How has colour been used to distinguish sections of the web-pages? * Is it better to use text, video clips or use digital stills or a mixture of three?
<p><i>Writing an online Learning Journal: in-process creativity (2008)</i></p>	<p>http://www.cfkeep.org/html/snapshot.php?id=3751253973461 Creating a web-based account of my learning about my methodology with regard to sharing my understandings of education in Japan. On-going on-line preparation for the BERA 2008 Annual Conference,</p>

	Heriot Watt University, Edinburgh, September 3-6 2008
<i>A 'Reading Critically' template (2009)</i>	<p>http://contentbuilder.merlot.org/toolkit/html/snapshot.php?id=43190478666863 Adapted from Poulson, L. and Wallace, M. (2004) <i>Learning to read critically in teaching and learning</i>, Sage Publications, London and Hart, C. (2003) <i>Doing a Literature Review</i> Open University/Sage Publications and Coombs, S. <i>Critical Thinking Scaffolds</i> Bath Spa University MA programme</p>
<i>Appreciative Inquiry Journal Template (2009)</i>	<p>http://contentbuilder.merlot.org/toolkit/html/snapshot.php?id=74001974215733 Appreciative Inquiry core principles: (adapted from Cooperrider and Srivasta, 1987) * <i>Appreciating and valuing the best of "what is"</i> * <i>Envisioning "what might be"</i> * <i>Dialoguing "what should be"</i> * <i>Innovating "what will be"</i></p>
<i>E-enabling dynamic interaction (2007)</i>	<p>http://contentbuilder.merlot.org/toolkit/html/snapshot.php?id=76701932192502 Teaching is essentially a spoken art and although teachers produce reports they appear to lack confidence in their capacity to write to different audiences, especially the academic. This is not to say that they are incapable of writing the academic publication, more that academic publication does not hold the relevance that it does the colleagues working in higher education. Teachers tend to lay responsibility for a lack of writing on a lack of time but it seems it might be more a question of culture that the problem of time management.</p>
<i>E-enabling Peer Coaching (2007)</i>	<p>http://contentbuilder.merlot.org/toolkit/html/snapshot.php?id=55357853002248 However technology is used, it is important to note that teachers appreciate watching real situations that they can identify with. As such there for, the use of teachers TV and selected video clips of coaching for learning would be a useful addition to the TLA website. Similarly, encouraging schools to share video clips between their own teachers and with teachers in other schools will be useful. One of the strong points of the PEEL project developed in Australia many years ago, was the way that it was possible to watch video clips of practice and choose the commentary from the teacher concerned, the mentor or coach, and other experts about what was occurring as a means to improving practice.</p> <p>PEEL Project: Australia</p>
<i>E-enabling Peer Learning (2007)</i>	<p>http://contentbuilder.merlot.org/toolkit/html/snapshot.php?id=4533919323733 Video is also used to record micro teaching episodes where specific peer coaching is being employed to improve practice against a pre-established set of TDA competences. Audio recording to MP3 players or Dictaphone is a useful alternative and given that teaching is primarily a spoken activity, the use of voice recognition software might become popular.</p>
<i>E-enabling Peer Mentoring (2007)</i>	<p>http://contentbuilder.merlot.org/toolkit/html/snapshot.php?id=40662163347623 A review of one CUREE CPD pack was undertaken by Fletcher, S. in 2007.</p> <p>These interactive resources relate to delivering mentoring and coaching for pre-service, newly qualified and more experienced teachers as career long CPD. They are not linked to research mentoring and coaching specifically i.e. they have limited use for the TLA Stages of Recognition Scheme where research mentoring and coaching play a key part in enabling a teacher submitting work to get recognition. They are also not specifically 'generative' and the TLA is seeking this specific activity where research mentors and coaches and verifiers proliferate within schools to support action research.</p>

<p><i>E-enabling Peer Verification (2007)</i></p>	<p>http://contentbuilder.merlot.org/toolkit/html/snapshot.php?id=24954115343237 I was awarded the Stage 4 level for my presentation to the Teacher Learning Academy Recognition of Learning scheme (2009). Here TLA criteria used and TLA comments in note form relating directly to elements in my submission for Stage 4 Recognition:</p> <p><i>The verifier will look for evidence in each of these criteria. Core dimensions are present throughout the learning journey as in all other stages. In preparing for the learning journey at Stage Four, evidence of the following is presented in the learning journal. A clear learning and change focus, identified in refined in dialogue with coach or mentor with consideration and analysis of:</i></p> <p>In the context of the teacher's role, institution, career previous professional development. The context beyond the teacher's institution. The influence of engagement with relevant practice of knowledge, including theory or research. Assumptions made, through questioning and with some synthesis of ideas from the evidence sources and through the development of models that will be tested. Qualitative and quantitative evidence an analysis of the relevance of focus, directly or into wreck plea to impact upon pupils learning. Ethical considerations in diversity/equality of opportunity have been identified and analyse. A description of the intended serious influence beyond immediate change includes consideration of how learning will be shared and the possible use of coaching and/or mentoring. An explanation of how the project is explicitly geared to generating your knowledge or practice and early consideration of the eventual publish resource.</p> <p><i>In planning the learning journey, at Stage Four, evidence of the following is presented in a plan;</i></p> <p>The plan includes appropriate, specific and feasible outcomes and success criteria. action is intended to achieve these. Resources required to achieve these including time, support and intellectual resources. Timescales and key dates. Sources of support and challenge, including use of specialist in external expertise. Progress review. When and how to share learning and progress with others beyond the immediate sphere of influence i.e. with the wider profession. Evaluation timings and actions. Detailed proposals for the evaluation of the teachers own learning, the impact on practice and on pupils and all colleagues. Clear rationale is a choice of the evaluation method and evidence of awareness of strengths, weaknesses and limitations of chosen methods in comparison with others.</p> <p>On the learning journey, at Stage Four, evidence of the following is presented in the learning journal. There is being consistent engagement with an analysis of the knowledge base and practice throughout the change activity producing;</p> <p>Critical and imaginative thinking; In-depth consideration of identified key issues; Wide ranging and deep reflection on evidence and arguments; Well synthesised conclusions; Interrogation and critical appraisal of relevant literature;</p> <p>All sources of information are of high quality, have been clearly identified and appropriately referenced (using Harvard). There is being consistent professional dialogue with coaches or mentor is across a range of issues arising from the change in learning process. The specific ways coaching and mentoring have contributed to the effectiveness of the change in learning has been analysed, including the role of external and specialist expertise. There is an analysis of the use of coaching mentoring to influence others practice. The plan and progress had been reviewed and monitored at key points, with amendments to the plan or the development of additional plans is required. Changes made to the plans have been explained, assessing the benefits of these changes and making reference is appropriate to the influence of the knowledge base, the practice of others, the dialogue with coach and mentor and the learning</p>
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	<p>breakthrough. There is an analysis of the difference between the intended and actual outcomes using the planned approach to evaluation, which is founded upon sound data (quantitative or qualitative, as appropriate) and analysis. Pupil and/or colleague feedback data has been triangulated with other data or feedback. Key issues are being explored in depth.</p> <p>There is an analysis of the connection between own learning and that of pupils and all colleagues and that of the wider profession and lay community. There are conclusions about how the learning is to inform practice as a teacher and the identification of specific changes to practice. There is an analysis of the ways in which the work is innovative or provides an imaginative approach to aspect of teaching or learning and promotes beneficial change across a wide sphere of influence. There are conclusions about the effectiveness of the approach used to the evaluation. Ethical issues are being considered, and the approach taken to address them where necessary has been allies. Diversity/equality of opportunity issues within the focus precisely identified. The approach to securing best possible outcomes has been analysed and modified to secure optimal outcomes. There is an assessment of the impact, if any, of the change to practice upon diversity/equality of opportunity. A range of opportunities has been systematically used to transfer the learning and influence understanding and practice in professional and or lay community within and beyond the teacher's own school e.g. region, country or abroad. Evidence of impact includes feedback. There is a reflection on any use made of coaching and mentoring. An original published resources being produced which enables learning, ideas and conclusions to be effectively communicated to a wide range of audiences in a way that could be adopted or adapted.</p> <p><i>For the learning breakthroughs at Stage Four, evidence of the following is presented in the learning journal. A reflective and analytical account of more than one learning breakthrough (i.e. a critical learning incident) which explains analyses:</i></p> <p>How each of these breakthroughs has been important to the teacher's learning, that pupils and/or colleagues. How the plan and practice were affected in the next depths taken as a consequence. How research, reflection and analysis have informed actions by comparing approaches, theories or materials and identifying their strengths or weaknesses. How proactive engagement in a wide range of professional dialogue has supported this analysis. Sources drawn on have been identified and there is evidence of how theory has been applied to practice and how the results of this have been evaluated. (Note: My presentation also showed where I generated theory-in-practice). This is a link to the site map for the presentation to the TLA awarded Stage 4 in 2009: http://contentbuilder.merlot.org/toolkit/html/snapshot.php?id=86761663841793</p>
<p><i>Models for eliciting knowledge in research mentoring relationships:</i></p>	
<p><i>1) by a research mentor: (2005)</i></p>	<p>http://contentbuilder.merlot.org/toolkit/html/snapshot.php?id=50538576441387 <i>How did I assist teachers to start talking about their research?</i> After we looked at some websites devoted to action research each person, in discussion with colleagues, developed a short presentation, which we videoed:</p> <ul style="list-style-type: none"> * Who are you? * What is your own definition of action research? * What is your chosen area of interest to research? <p>The energy and excitement in sharing ideas as we listened was stunning! One of the techniques I find useful is to stress that as researchers we are not committed to preserving our original research question - our question can develop as we learn ...</p>
<p><i>2) by teacher researchers exploring their research</i></p>	<p>http://contentbuilder.merlot.org/toolkit/html/snapshot.php?id=96583899014242 Bitterne Park Teacher Research Group Wednesday 18 May 2005 3.00 - 5.00 pm</p>

<i>methodology (2005)</i>	<p>What do I mean by <i>action research</i>?</p> <p>What do I mean by <i>research mentoring</i>?</p>
<i>3) by teacher researchers exploring parameters of research mentoring (2005)</i>	<p>http://contentbuilder.merlot.org/toolkit/html/snapshot.php?id=81737470330426</p> <p>Teacher Researchers at Bitterne Park School: Spidergrams exploring Research Mentoring</p>
<i>Research mentoring lecture Tokorozawa (2008)</i>	<p>http://contentbuilder.merlot.org/toolkit/html/stitch.php?s=58631571436889</p> <p>Mentoring is CPPPD: Continuing Professional, Personal and Pedagogical Development</p> <p>There are many different models of mentoring:</p> <p>Apprenticeship Reflective Practice Professional Standards and Collaborative Enquiry</p> <p>How can mentoring assist teachers CPD?</p> <ul style="list-style-type: none"> * Through sharing examples of our own good practice. * Through discussing one another's good practice in class * Through seeing problems as a basis for our own learning * Through reflecting on teaching through systematic self-study * Through appreciating what we already do and building from that <p>How can technology share good practice and knowledge?</p> <ul style="list-style-type: none"> * We can access teaching resources on the Internet; * We can model good teaching for other teachers to watch; * We can video our own teaching, discuss and write about it too; * We can ask our students about how our teaching is helping them.
<i>Teacher researcher and students-as-researchers; learning together (2007)</i>	<p>http://www.cfkeep.org/html/snapshot.php?id=83796166240979</p> <p>Exploring research techniques with student researchers:</p> <p>Sarah: <i>What is research?</i> Yr. 7 Student: <i>Finding out information about a particular subject.</i> Yr. 7 Student: <i>Experimenting to see what different results you get in a particular subject.</i></p> <p>Sarah: <i>What is the difference between high quality research and 'finding out'?</i> Yr 7 student: You can go onto the Internet and just print off a whole page – but research? You read something and establish key points about the subject.</p>
<i>Students-as-researchers, teacher researcher and mentor; co-research (2007)</i>	<p>http://www.cfkeep.org/html/snapshot.php?id=40899012275877</p> <p>* In order to represent research by students about creativity in a form that could be shared within and beyond their school, Sarah ran a workshop for the boys to help them master the technique of creating KEEP Toolkit snapshots. Sarah is already addicted to creating these! The KEEP snapshots, which have been developed by the Carnegie Foundation for the Advancement of Teaching (http://www.cfkeep.org), enabled the boys to engage critically with their own work as well with one another's. This facility was maximised when Sarah created v-mails (video embedded in a form of e-mail) using KEEP technology. This allowed her to send clips of video taken during interviews of staff with whom the boys had worked as they researched creativity in class. Four V-mails were circulated; one in January 2007 and three in June.</p>
<i>Generativity in research mentoring; building</i>	<p>http://contentbuilder.merlot.org/toolkit/html/snapshot.php?id=77953250778795</p>

<p><i>research capacity (2008)</i></p>	<p><i>Sarah Fletcher works with Shane and Alex, a new generation of educational research mentors at Bishop Wordsworth School, Salisbury</i></p> <p>I lay claim to bringing together my experience as a teacher, mentor and researcher and developing of a new form of educational activity that can not only generates original rather than re-processed knowledge between teacher researchers and university-based researchers but can also lead to generation of a new workforce of educators as research mentors bridging two research populations.</p>
<p><i>Ethical issues to consider in creating web-based resources (2009)</i></p>	<p>http://contentbuilder.merlot.org/toolkit/html/snapshot.php?id=59988222699601</p> <p>Teacher researchers have a specific ethical duty because they work with children and because, by the very nature of what they do disseminated archive of an individual's progress may not be desirable. There is also the question of from whom to seek permission when one carries out research as a teacher researcher. Should it be the child and if so what age they able to give an informed consent? Should it be the parent or the teacher making a decision on behalf of the child and if so how does one know whose voice is being represented in research?</p>
<p><i>Recording and sharing impact evidence of teachers research as continuing professional development</i></p>	<p>It is interesting to note that the tide of educational motivation has grown towards accountability and recording evidence of the impact. This was in part to gain funding after a considerable amount of money to support teachers' research was won by Bath Spa University. This website/snapshot was created between 2005 and 2006. It is important to note that I saw myself as a partner in working with teachers at schools. Examples of impact evidence are drawn from Bitterne Park School, Westwood St Thomas School, Bishop Wordsworth school and Hanham High. There are extracts from presentations by two teacher researchers at a conference in Liverpool for the British Educational Research Association in October 2005. Emma Kirby presented her research undertaken at Hanham High and there is also an extract from a video where students talk about the impact of their teachers' research on their learning. Several teachers from Bishop Wordsworth school discussed the impact of their research. This web-based account of teacher research impact is highly significant because it evidences that teachers can not only represent, they can also disseminate knowledge they create.</p>
<p><i>Teacher research at St Mary's School (2007)</i></p>	<p>http://contentbuilder.merlot.org/toolkit/html/snapshot.php?id=99545041098767</p> <p>How do we approach developing children's creativity?</p> <p>This is an extract from the teacher's commentary on this web-page</p> <p>We used an action research approach in asking <i>How can we improve our children's creativity in school?</i> As our focus, we are thinking not just of school as inside buildings, but schools as outside and inside. As we develop our project we are using photographs, drawings and diaries to record how creativity is developing. One of our most exciting outcomes will be emerging as the willow we plant together grows and changes our environment.</p>
<p><i>A shared culture of inquiry at Lark Rise School (2007)</i></p>	<p>http://contentbuilder.merlot.org/toolkit/html/snapshot.php?id=59030647258303</p> <p>How far does this school's culture embrace enquiry? (This was the focus that the Headteacher asked me to validate in her school).</p> <ol style="list-style-type: none"> 1) The children are able to question what is being done and why. 2) The school has a very strong partnership with parents and an open conversation about the work we do with their children. 3) Children take an active part in decision making. <p>My role as a research mentor was to seek evidence to substantiate such claims about the culture of enquiry in Lark Rise Lower School, Dunstable, Bedfordshire. My first challenge was to understand the values, skills, knowledge and understandings that characterise this culture. From that basis I began to explore how the 'culture of enquiry' comes about and is sustained. This web-based snapshot represents four days spent in</p>

	<p>school where I was enabled to wander freely and where, thanks to the most supportive intervention of my hosts, I was able to interview many of the key players and observe their interactions as a community.</p>
<p><i>Research mentoring Emma to refine her research question (transcripts 2007) Invitation to analyse the process of my research mentoring in the video extracts and transcripts.</i></p>	<p>http://contentbuilder.merlot.org/toolkit/html/snapshot.php?id=96384175584078</p> <p>These are the questions that I ask those who view this snapshot to ask:</p> <p>What is happening in these 16 video clips? Where (if any) do mentoring interventions occur? What is the desired outcome of the mentor & mentee? What do you think the actual outcome is for mentor & mentee here?</p>
<p><i>Origins of my theory and practice of research mentoring (PhD submission 2003)</i></p>	<p>http://contentbuilder.merlot.org/toolkit/html/snapshot.php?id=47161571911687</p> <p>In May 2004, permission was granted after a successful Academic Appeal for re-examination "as if for the first time". Re-examination was still pending by 13th May 2006, when I de-registered this thesis to register for a DPhil by publications at UWE</p> <p>Chapter Seven concerns construction of my 'self' as a research mentoring educator.</p>
<p><i>Educational Research Mentoring (DPhil submission 2006)</i></p>	<p>http://contentbuilder.merlot.org/toolkit/html/snapshot.php?id=19157346914669</p> <p>This submission was reviewed by two external examiners in 2007 (a year after submission to the University of the West of England). One examiner recommended progression to examination by viva. One did not. (She made an error about the number of peer reviewed papers). The University failed this submission claiming the error was a matter of academic judgement and could not be challenged through their procedures.</p> <ul style="list-style-type: none"> * A critical account of the genesis, evolution and generativity of a new paradigm of mentoring enabling collaborative academic + school-based practitioners' research. * A conceptualisation of my learning mechanism, linking my theory to my practice. * A justification of my scholarship in my publications with regard to Boyer (1990) <p>My thesis is that Educational Research Mentoring can enable a growth of knowledge about teaching and learning between schoolteachers and university-based researchers.</p>
<p><i>Mentoring and coaching along my learning journey as a research mentor (2008)</i></p>	<p>http://contentbuilder.merlot.org/toolkit/html/snapshot.php?id=85458067791032</p> <p>Through my experience of being a research mentor and a research mentee working in schools and in higher education, I believe that I have furthered my understanding about the nature of mentoring and coaching. I would certainly not claim that I know all that there is to know. I have learned that in order for a relationship to work effectively it needs to address not only skills would also value is understanding and knowledge. Responsibility for its functioning lies not just with the mentor or the coach, but also, simultaneously, with the mentee or client. I have realised that while one needs to be an expert teacher and researcher in order to become a research mentor or research coach the capacity to be such a manager or coach cannot be entirely learned and reflects as much the genetic makeup and personality of an individual has the schooling that they experience. Some people are naturally more empathetic and sensitive to others' needs.</p>

6.8 Conclusion

In this chapter, I have investigated the growth of my learning through my (peer reviewed) publications. Section 6.1 provides an overview of the various research approaches that I have used to frame my own research and my publications. In sections 6.2 through 6.6, I detail my publications between 1992 and (in press) 2012, analysing their content with regard to the growth of my own theory and practice in research mentoring. Section 6.7 offers a selection of the web-pages that constituted my submission for TLA Stage 4 Recognition. Many of these are accessible in hard copy format in Appendix One. In a sense I feel that in 2011 I am travelling full circle. I started out as a novice lecturer just learning how to write for publication and now I am just learning how to be editor in chief for a new mentoring and tutoring journal!

It has been my intention to create a bridge through my research mentoring between school-based and university-based research. It has not been easy but using web-based technology has made it enjoyable. In order to make my publications accessible to my target audience, I have deliberately sought publication in a wide range of books and journals. There are practical handbooks and there are theoretical papers in journals but they are, above all, a reflection of my practice as a teacher, a researcher and a mentor.

Chapter 7: My public works; a critical review

7.00 Overview

This chapter is an investigation about my evolving understanding about research mentoring, theory and practice, through critical examination of my writings and presentations for public review. As in Chapter 6, where I looked at several peer reviewed publications, I can discern influences, which have shaped my learning.

7.1 Introduction

In this section, I explore the significance of my public works (not peer reviewed publications but conference presentations etc.) for my learning and for research mentoring as a relationship that supports teachers' enquiries from 1992 onwards.

7.1.1 Educational research mentoring in my public works

In 1992, I was a teacher in a large upper school in Bedfordshire, teaching French and Spanish to students between 13 and 19 years of age. My role as head of faculty was to provide professional support for teachers. I welcomed the opportunity to be a mentor and I undertook self study of my practice as part of my (successful) submission for the CNAA award in Structured Mentoring. This has greatly influenced my thinking.

7.2 Public works 1992 - 1997

For each public work I set out the significance for my own learning and also for the bigger picture; for the mentoring and subsequently research mentoring I undertook.

7.2.1 Mentoring; a reflective log 1992

Significance for my learning	Significance for research mentoring
<ul style="list-style-type: none">• What comes over is my passion for mentoring while I was in school as a collaborative process and my role as a personal and professional support.• I explain that I am hoping to make a video to assist in schools' mentoring for beginning teachers. Ironically I find myself referring to literature such as Donald Schon's educating the reflective practitioner. I stress that as a mentor I am also a learner!• Mentoring is not just an activity that coincides with teaching. It is a vital ingredient in my professional life...	<ul style="list-style-type: none">• I explain the mentor training programme I underwent and details of how I engaged with my mentee.• We focused on using her planning framework, teaching performance and her lesson organisation skills.• During the mentoring my mentee watches me with the following as this assisted her in critically engaging with my own practice. I recall learning how to deal with a difficult situation by using the first person plural 'we' and this helps me to deal with a difficult situation.

7.2.2 Where is the ME in mentoring? 1994

Significance for my learning	Significance for research mentoring
<ul style="list-style-type: none">• I wrote this just after I left school and remember thinking it would make a useful introduction to an	<ul style="list-style-type: none">• This is clearly addressed to other potential mentors and I was then intending to write a book about

<ul style="list-style-type: none"> • (academic) publication later on. • When it was fiercely criticised as being ‘parochial’ I felt devastated. • I needed to be research mentored! 	<ul style="list-style-type: none"> • mentoring. This is one of my first attempts at an introduction for one. • It's a passionate piece arguing that if you don't want to be a mentor don't.
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7.2.3 Mentors may speak, but who will lend an ear? 1994

Significance for my learning	Significance for research mentoring
<ul style="list-style-type: none"> • This is the genesis of my career long passion for teacher research and specifically for mentors to express their perspectives about involvement in their professional development. • I wrote it after being informed at the University of Bath that nobody was interested in anything that I had been researching before I arrived. • This is where I am beginning to explicate my value that mentors should voice their perspectives. • I am astonished how forthright I clearly was in expressing my own views but as a senior member of teaching staff and previously well respected for my knowledge about mentoring I was stunned to hear I knew nothing that was of interest to or use as research in a university... 	<ul style="list-style-type: none"> • This charts the impact of Kenneth Clarke's speech in 1992 where secondary school teachers were given a far more major role in training ‘would be’ teachers. • It is written from a standpoint of a mentor and this will not have been published previously since it does indicate that mentors’ voices were not being significantly valued in HE. • I call for a national forum for mentors and I voice concern the Academy is apparently not very interested in listening to school based practitioners. I even cite Tomlinson (1995) saying that teachers have had little occasion, time or encouragement to express their views on school's contribution to initial teacher education...

7.2.4 Mentoring; the double helix 1995

Significance for my learning	Significance for research mentoring
<ul style="list-style-type: none"> • I wrote this just after learning that it was the Head of Teacher Training at the University of bath who had rejected my solo authorship of Working With Your Student Teacher. He told me that he was feeling very tired when my proposal arrived and didn't give it attention. • That experience goes some way to explain why I was so passionate to hear the voices of teacher as researchers listened to alongside the voices of academic researchers. • There is a very interesting section on page 5 where my own stages in moving from school to HE and from class teacher to researcher. This forms the basis for much of my later life is interesting to find out so long as teachers refrain from expressing their perceptions of their role, some members of the higher education community will assume that they tend not to be able to conceptualise. 	<ul style="list-style-type: none"> • Written in 1995 and reflects on Mike Berrill's article in the Cambridge Journal of Education where he laments the lack of perspectives on school based teacher training emanating from schools. • It was Tomlinson in 1995 who lamented that teachers failed to articulate their teaching rationale. Sadly, in my experience, this was compounded by some academics' refusal to value teachers' learning. • This paper asks what does higher education want in partnership with schools? What do school want from partnership with higher education? What are the barriers to effective partnership from a management standpoint? I quote Furlong in Yeomans (1994) who says that mentors in schools do not know how to do the job because it is not only a demanding one but also different from anything they have done before

<ul style="list-style-type: none"> I quote some of the insults thrown at me when began work as a lecturer including <i>Do you think that you're sufficiently academic to work here?</i> 	<p>and also that lecturers based in universities/colleges do not know how to do the job as it is different from anything they've done too.</p>
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7.2.5 ITE; Questions beyond the cross roads 1995

Significance for my learning	Significance for research mentoring
<ul style="list-style-type: none"> I was expressing my perspective as a mentor who had recently left school but could not get this paper accepted for publication because journals felt the issue had already been raised. In fact, it had been raised (by HE colleagues in 1992). School-based mentors had never been consulted. This led me to feel disempowered as an experienced mentor practitioner. It felt as if academics were listened to more than mentors would be and that motivated me to do all I could to assist mentors to voice opinions about their role at a national level. Working with mentors researching their work enriched my knowledge of mentoring with novice teachers. I am astonished how forthright I was in expressing my views about the move to school based ITT in 1992. 	<ul style="list-style-type: none"> I called for a consultation among teachers in England to find out how they felt about being expected to mentor novice teachers in schools. It began to dawn on me that I was in a minority as a teacher researcher who had become a researcher in HE. Having the benefit of records I had retained when I was a school-based mentor has enriched understandings of how to research mentor mentors. A first cohort of teacher researchers with whom I worked, were mentors for the novice teachers in my PGCE tutor group and I encouraged them to undertake enquiry with novice teachers about effective teaching. These mentees peer mentored too. What counts as knowledge about mentoring is largely determined by academic researchers (not mentors).

7.2.6 The need for teacher induction 1995

Significance for my learning	Significance for research mentoring
<ul style="list-style-type: none"> I gave this presentation at BERA soon after leaving school. It reflects astonishment that nobody seemed to be considering that teachers in a first post need mentoring as part of ITE. 	<ul style="list-style-type: none"> Teachers do not need to be highly experienced before they can usefully start to research their own practice. Learning to research as part of the process of learning to teach works!

7.2.7 Motivation and mentoring 1995

Significance for my learning	Significance for research mentoring
<ul style="list-style-type: none"> This paper was presented in 1995, a year after I became a lecturer at the University of Bath at the inaugural conference of BERA + European Educational Research Association. once again it refers to my interests in motivation and it is my attempt to ground research about mentoring within a socio-biological framework because existing research seemed to exist in a kind of ungrounded way. I draw on my experience as a mentor 	<ul style="list-style-type: none"> I start my defining motivation in terms of sociobiology roots, then in sociological and then psychological terms referring to Maslow's 1968 hierarchy of needs, which has been the underpinning framework of many of my subsequent articles. I refer to the work of Kelly, Beck and ap Thomas and also Kerry and Shelton Mayes as I explore a notion that mentors require mentoring too. I draw on my survey carried out in

<p>within the licensed teacher scheme where I had mentored five teachers.</p> <ul style="list-style-type: none"> • This paper offers a brief history of my own experience of mentoring in an upper school between 1992-4. • Rewards for my mentoring were not financial - resources were given to my department and I was expected to juggle my priorities all the time. 	<p>June 1995 across a hundred mentors (reported in my gender/mentoring paper); and to my own research studies are carried out in Spain in 1995 when I discovered a highly successful programme where the mentors were selected by individual novice teachers and mentoring was considered to be a great privilege.</p>
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7.2.8 Gender, Mentoring and Motivation 1996

Significance for my learning	Significance for research mentoring
<ul style="list-style-type: none"> • I was being employed as a modern languages advisor for schools by Dorset Local Education Authority as well as being a full time lecturer. • At the time I was being supervised by James and preparing a thesis on a comparative study of two forms of school-based initial teacher training. • At this time in my career I felt very much a champion of mentoring. I was aware that I was working in a rather hostile environment where mentoring in school was seen as having deprived many university staff of employment as trainers. • This study was my attempt to learn how to 'do' quantitative research. Feeling that I needed to master the techniques of 'academic' research was important as I felt that I would perhaps be accepted as an academic researcher if I showed I could do so. • Jack Whitehead showed me that I could employ other approaches and learn to 'do' qualitative research. 	<ul style="list-style-type: none"> • This paper is an attempt to understand school-based mentors perception of their work in initial teacher training reports on initial investigation into the differences of perception between male and female, novice and experienced mentors of their activities. My intention in undertaking research was to understand how differences in gender might contribute to maximising the potential of a mentoring situation for both the mentor and mentee in school. • One of my main intentions was to provide a mouthpiece for school-based mentors by collating their accounts of their mentoring here. • This is a preliminary survey of the field questionnaires sent out to mentors in schools and there was a 62% response, which was very encouraging. Research was carried out across the University of Bath placement area for novice teachers.

7.2.9 All change? 1996

Significance for my learning	Significance for research mentoring
<ul style="list-style-type: none"> • It was written in 1996 but contains material that I recorded within three months of starting work as a lecturer in higher education (in 1994). • I reverted to list writing and found the lack of a handbook for guidance for a novice lecturer very difficult because I was used to working in a highly collaborative way in school. • This paper replaced attendance at some of the University's induction sessions for novice lecturers. • I write that I could not understand the hierarchy in the Department of 	<ul style="list-style-type: none"> • This is very reflective piece about my major career change and what I learnt about myself is a major factor in how I mentor novice researchers. • The feeling of disorientation and sensitivity as well as excitement experienced by a novice researcher requires the research mentor to be more than a research method tutor and nurture the novice's dreams while helping him/her to cope. • Helping the novice researcher to set (manageable) short, medium and longer term goals that are flexible

Education as easily as in schools. The rotation of managerial roles appeared somewhat random to me and I was trying to set some goals for myself especially re. my PhD.	<ul style="list-style-type: none"> enough to be modified is important. Bearing in mind that teachers may not want to research but feel obliged to because of peer pressure is worth considering as a research mentor...
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7.3 Public works 1998 - 2002

By 1998, I was running the PGCE programme in modern languages at the University campus in Bath, having handed over responsibility for managing their outstation . My PhD supervisor had left Bath University and so I was preparing a critical commentary to accompany some of my publications as a (staff) Mode B PhD submission in 2003.

7.3.1 A Role for visualisation in the education of pre-service teachers? 1999

Significance for my learning	Significance for research mentoring
<ul style="list-style-type: none"> This paper was my first presentation at the American Educational Research Association in 1999 and I wondered if anyone would be interested about what I knew. I recall great excitement in identifying the paper by Leondari et al about the link between possible selves, academic performance, self esteem and persistence on task. Overtones of my MA on motivation 	<ul style="list-style-type: none"> The construct of <i>possible selves</i> and embedding visualisation as a way of rehearsing behaviours and refining goals have been a major aspects of my practice & theory of mentoring. I explore potential of visualisation not only for mentees but also for mentors and the thinking behind this paper is replicated in the my Career Development publication submitted after AERA conference feedback.

7.3.2 How do we improve our teaching as teacher educators? 1999

Significance for my learning	Significance for research mentoring
<ul style="list-style-type: none"> At this point, I was exploring the interaction of internalised dialogues and how they aligned with and differed from dialogues I was having with both mentors and mentees. I explain how I research my own practice by asking questions; listening to dialogues in my head; listening to what my students are telling me verbally and nonverbally; using digital video images and I ask myself Do I have evidence that I am influencing anyone's learning? 	<ul style="list-style-type: none"> This led to a publication with Jack about exploring the self as a living contradiction where we investigated the internalised and externalised dialogues we engaged in during our practice as teacher educators. There are parallels between research by Professor Ikuta and this paper. I can see how my research was very useful in enabling me to understand how mentees as well as mentors engage in internalised dialogues and how these influence relationships.

7.3.3 Insights; using imagery in initial teacher education 1999

Significance for my learning	Significance for research mentoring
<ul style="list-style-type: none"> I can see that I am deeply reflective about my tutoring for the PGCE. This has come to replace the 	<ul style="list-style-type: none"> It appears to have been written in 1999 and is again as precursor to my publication in Career Development

<ul style="list-style-type: none"> commitment I felt as I taught children in schools for 20+ years. The learning that I amassed in exploring visualisation was most useful when I was asked to tutor a group of undergraduate students in their Coach Education programme. 	<ul style="list-style-type: none"> International in 2000. It was a paper that I gave to other PGCE tutors. As a mentor and as a mentee the ability to visualise events as well as hear and generate accounts of them has a crucial role to fulfill in one's own and other's self actualisation.
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7.3.4 Creative Ways to work with Novice Teachers in secondary schools 2000

Significance for my learning	Significance for research mentoring
<ul style="list-style-type: none"> I presented to an audience at a major conference organized by the TTA (Teacher Training Agency). I drew on my current experience of integrating self study action research into mentoring for the initial teacher education of PGCE student cohorts. I called for novice teachers to be valued for pre-existing learning rather than being regarded as raw beginners in the process of learning teaching in secondary schools. 	<ul style="list-style-type: none"> There was considerable opposition to my proposal to enlist the support of members of the living theory research group including Whitehead. This was a surprise as I previously believed that living theory was a universally popular approach to action research and thus mentoring. The conference raised my awareness that novice teachers can and should contribute to mentors' professional development as well as their own.

7.3.5 Using Video to Enhance Practice as Teacher Educators 2000

Significance for my learning	Significance for research mentoring
<ul style="list-style-type: none"> I was invited to present my work to colleagues in the PGCE programme at the University of Bath. It came as some surprise that other tutors were not using video to assist them in reflecting on their teaching. 	<ul style="list-style-type: none"> I realized the sensitive nature of using video in teaching sessions where the focus was on the tutor's learning as well as on an audience's. The practice of embedding video in mentoring was well received here.

7.3.6 Visions of excellence: Possible Selves 2000

Significance for my learning	Significance for research mentoring
<ul style="list-style-type: none"> I co-presented with Katherine Childs who was using very similar techniques to me with imagery embedded in mentoring but she was working in a completely different educational context (with young adults who had learning problems). Together, we discussed how we might enable learning by adults through <i>personalised goal setting</i> and this has shaped my practice. 	<ul style="list-style-type: none"> Katherine's concept of mentoring as a mirror and goal setting activity influenced my understanding of mentoring in schools and hence of research mentoring for teachers. The impact of internalised dialogue (the way we talk to ourselves) is crucially important as we research mentor and this was a forerunner to my development of an Appreciative Inquiry approach within mentoring.

7.3.7 Using Digital Video to Improve Mentoring in ITE 2000

Significance for my learning	Significance for research mentoring
<ul style="list-style-type: none"> This was a presentation to 	<ul style="list-style-type: none"> Around this time I was

<ul style="list-style-type: none"> colleagues at the Graduate School at a nearby University. Several of them were researching the use of video and it was a lively conversation, which inspired me. 	<ul style="list-style-type: none"> experimenting with videoing my tutoring with my PGCE group. This provided a stimulus and a model for mentors and novice teachers to use video in lesson.
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7.3.8 Improving mentoring with action research & digital video technology 2001

Significance for my learning	Significance for research mentoring
<ul style="list-style-type: none"> My paper for the CiLT conference (publication from this) grew out of working with PGCE students in face to face and in e-mentoring sessions where we explored the feasibility of using digital video to support self-study. From my students, I learnt how and when to introduce the idea of action research in the PGCE. 	<ul style="list-style-type: none"> Possibilities for tailoring PGCE work around learning to teach as collaborative enquiry between novice teachers, school-based mentors and HE tutors emerged as the basis for Educational Research Mentoring, where digital technology assisted teaching techniques as well as assisting mentors' development.

7.3.9 Underachievement among boys at KS3 2001

Significance for my learning	Significance for research mentoring
<ul style="list-style-type: none"> This was a public presentation as a validation event for a project I led between Torfaen LEA and Bath University. I was collaborating with two colleagues in the Department. 	<ul style="list-style-type: none"> This project provided challenges as we were working with teachers in a failing as well as in a highly successful school. Our role was to enable teachers and LEA staff to undertake research.

7.3.10 Mentoring and Action Research 2001

Significance for my learning	Significance for research mentoring
<ul style="list-style-type: none"> The PowerPoint presentation I created for this presentation enabled me to learn to embed photo images as well as text in PowerPoint slides. I use my definition of mentoring 'concerned with continuing personal as well as professional development' in the context of mentoring that is integrated with action research. (Living Educational Theory). 	<ul style="list-style-type: none"> The use of vignettes of mentoring with an action research approach works effectively to convey the potential benefits of this approach for novice teachers and mentors. At this point in my research I was still relatively unaware of other kinds of approach in action research though my knowledge of different models of mentoring was wider.

7.3.11 Beyond Parochialism 2002

Significance for my learning	Significance for research mentoring
<ul style="list-style-type: none"> Presented in 2002 at AERA, this was my final engagement with living educational theory as the preferred approach to action research is in my presentation and draw attention to the shift from developing effective practice to 	<ul style="list-style-type: none"> I draw on Whitehead's research and even refer to the authors Hirst and Peters he cites. There are sections relating to how living contradiction is transformed through practice and I was clearly influenced by a living educational theory culture/language.

<ul style="list-style-type: none"> • competence-based accountability. • I have adopted a mode of expression favoured by some living educational theorists without questioning. My language is verbose and formulaic. • I consider myself a mentor even though I am not employed to be. • There is a most extraordinary shift from believing that I was enabling all of the beginning teachers to be well equipped to teach in schools by examining their own professional values to a place of doubting it later. 	<ul style="list-style-type: none"> • My values and commitment to offering possibilities for sharing knowledge between teachers and mentors emerges as I explain how I try to help other mentors to improve their practice. I stress collaboration is a key factor for our development. • Over emphasis on action research damaged some of my mentoring relationships with PGCE students. • Integrating personal/professional care must figure equally within supporting enquiries by teachers.
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7.3.12 Ethics, Value and Validity in self-study 2002

Significance for my learning	Significance for research mentoring
<ul style="list-style-type: none"> • In 2002, I was engaged in exploring ethical tensions arising in my own self-study action research and how I might represent my knowledge in an open, honest way that would not compromise my employment as a researcher and as a PGCE tutor. • I was invited to contribute to a symposium at the American Educational Research Association Annual Conference on the theme of value and validity in self-study but then was too ill to present in person. 	<ul style="list-style-type: none"> • The notion of anonymity and confidentiality is challenged by self-study action research and my work as a research mentor, undertaking self-study, impacted on a heated debate about what should or should not be divulged in research and writing my thesis for submission. • The discussion on ethical stance became of paramount importance as I mentored teacher researchers to investigate their own educational practices through their self-study.

7.4 Public works 2003 - 2007

I retired from working full time at Bath University in 2006 after three years of ill health. In 2004, I became a part time lecturer at Bath Spa University and I left at Christmas in 2006. From there I developed my research mentoring consultancy.

7.4.1 Chapter 5 ‘Mentor Self’ 2003

Significance for my learning	Significance for research mentoring
<ul style="list-style-type: none"> • This was a chapter in my thesis created in 2003 for examination by the University of Bath as part of a PhD submission. (The submission was examined by wrong criteria). • I describe my experience of working with five teachers as their mentor simultaneously in a large school. • I make a conscious effort to listen very carefully to the mentee as they express their professional personal values as an educator and do my utmost to focus my questioning of my guiding on enabling mentees to develop <i>their own</i> understanding. 	<ul style="list-style-type: none"> • I write that mentoring is far more than apprenticeship as soon as it begins to become <i>educational</i>. • It is never usefully divorced from personal considerations and from nurturing as mentoring is a holistic process where leading consists of assisting the other in addressing the questions they seek to answer as well as imparting information. • It is important, in my experience, for the research mentor to have some expertise in teaching in a research mentoring relationship to support a mentor in changing a professional

<p>My definition of mentoring is about working to one another's strengths. Ironically, at this point I was still intent on using a living educational theory model of action research, which starts out from a problem.</p>	<ul style="list-style-type: none"> • context in which they are working. Although mentoring can be 'neatly' expressed in some models including my own in reality it is relational, is fluid, needs flexibility and intuition and there are no fixed ways to do it.
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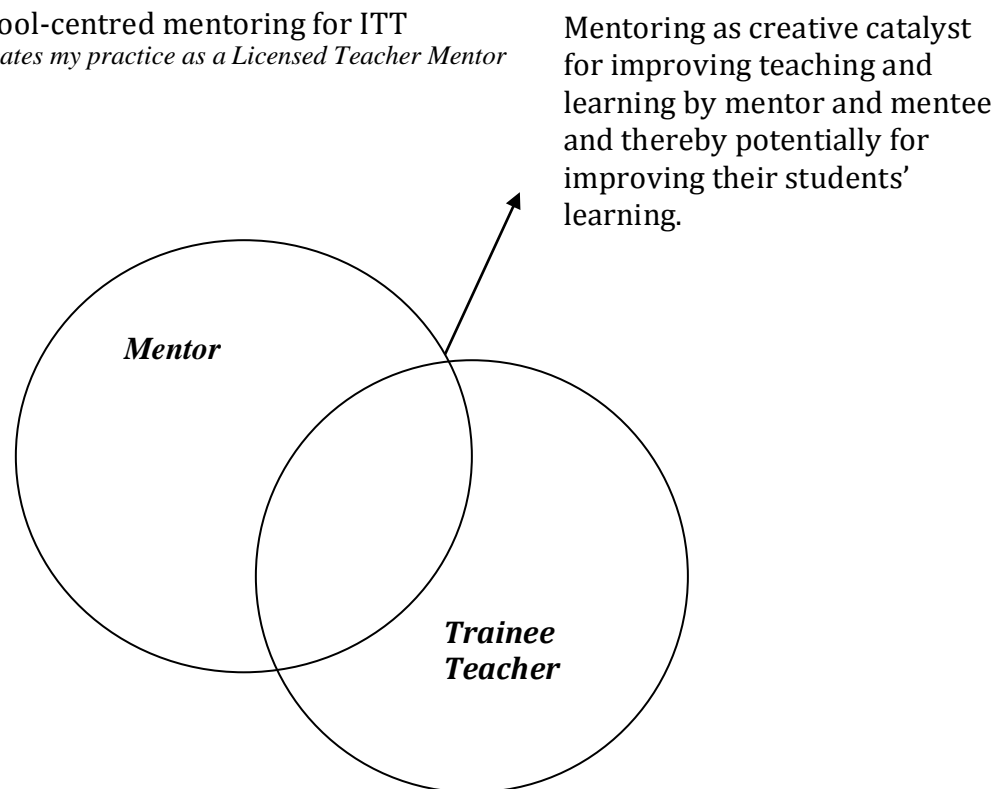
Extracts from *Mentor Self* (above) have been reproduced over the next few pages. In order to preserve the integrity of the original numbering scheme I have retained the original reference points. However, for purposes of examination at Waseda University the table, below, shows how the figures and models relate to illustrations in my thesis.

(Waseda thesis submission)	<i>(Original numbering system)</i>
Figure 10	Figure 1
Figure 11	Figure 2
Figure 12	Figure 3
Figure 13	Model 1
Figure 14	Model 2
Figure 15	Model 3
Figure 16	Model 4
Figure 17	Model 5

These figures and models (and the corresponding numbers) were part of *Chapter 5* (*Mentor Self*) in my submission by publications to the University of Bath in 2003.

Theoretical Representations of Mentoring

Figure 1: School-centred mentoring for ITT
This model replicates my practice as a Licensed Teacher Mentor



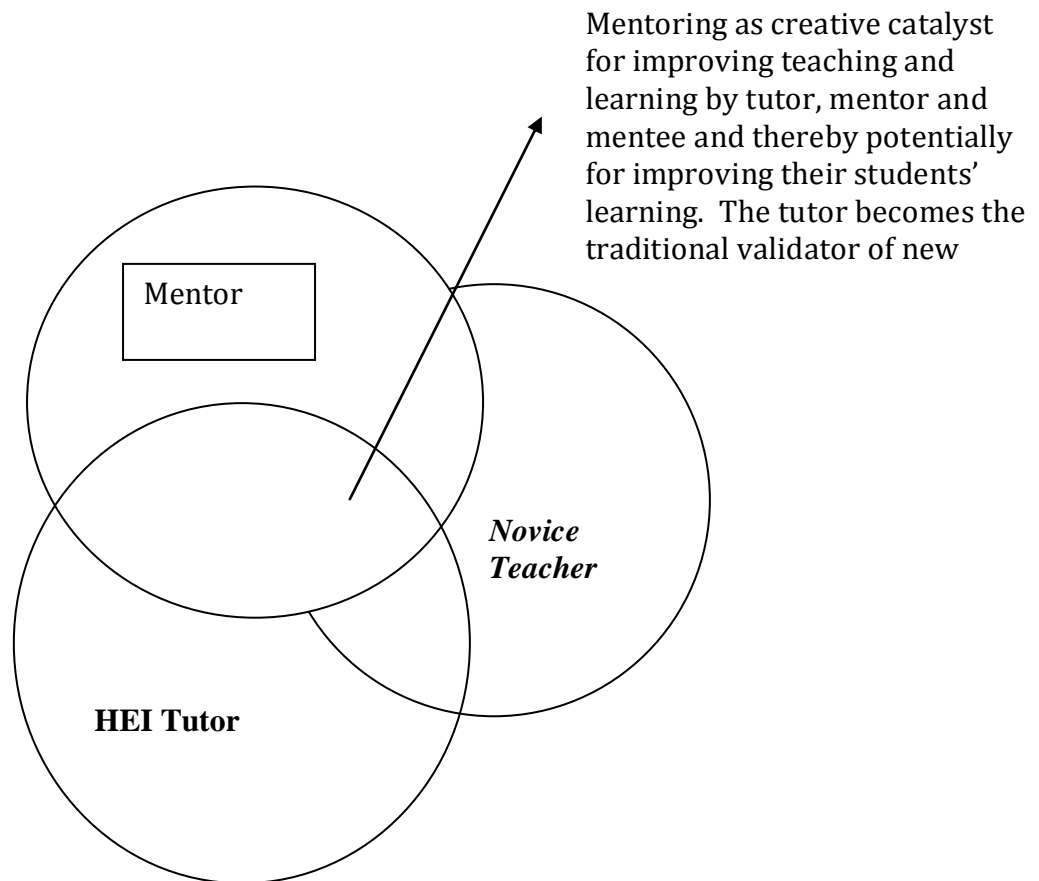
How does this model emerge from my practice as a mentor under the Licensed Teacher Scheme operating in Bedfordshire in 1992?

I notice how isolated the interaction between mentor and mentee is in this model. There is no indication of context or direction in the mentoring although the realisation that mentoring can have a direct influence of students' learning is evident. This model is very similar to the ones used by my trainers within the Licensed Teacher Scheme. With LJ I was often called in as a kind of peacemaker in her class. She wanted me to be the manager that she felt inadequate to be. Management support from senior staff was virtually non-existent. It came from other mentors in the Bedfordshire Scheme and my tutor.

My account of work with LJ can be found in Chapter Five.

With PJ, I was the restrainer at times – she was almost out of control at some points and acting unprofessionally by undermining my work as a mentor by ridiculing my presence as an invited observer in her class. She was difficult to work with and refused to attend HEI sessions that became an integral part of the Scheme. Effectively we worked alone. Because of the shortage of teachers of languages senior management insisted on keeping her on as a teacher although she failed assessment.

Figure 2: University and School-based mentoring for ITT
This model replicates the PGCE partnership I joined as a PGCE tutor in 1994.



How does this model relate to my practice as a mentor when I joined the PGCE team in the Department of Education at the University of Bath in 1994?

The idea of a novice teacher was familiar though under the Licensed Teacher Scheme to trainees assumed responsibility for class teaching from the outset. Though in training, novices were still effectively teachers and many had experience of teaching in other contexts prior to joining the PGCE programme. Responsibility has moved increasingly from the HEI tutor to become a shared enterprise between the school-based mentor, the HEI based tutor and the novice teacher. This shift is evidenced by the increasing requirement that novices take responsibility for creating their own Professional Development Plan (PDP).

Figure 3: Research mentoring as a catalyst for co-enquiry

This model replicates my growing involvement as a research mentor for ITT – for example as consultant at workshops for the Macmillan College in Middlesbrough in January 2002 where novice teachers and their mentors were working with me.

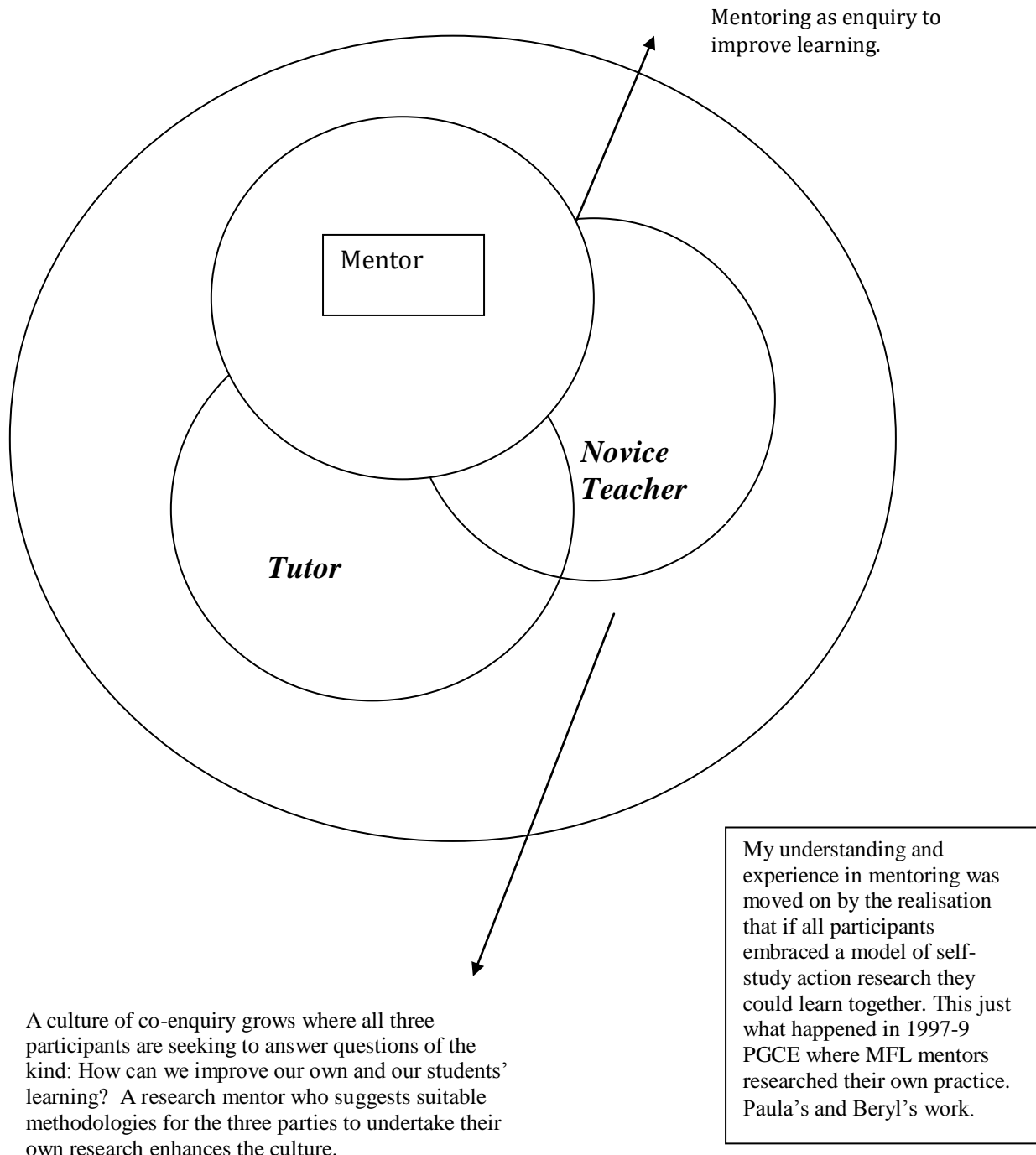
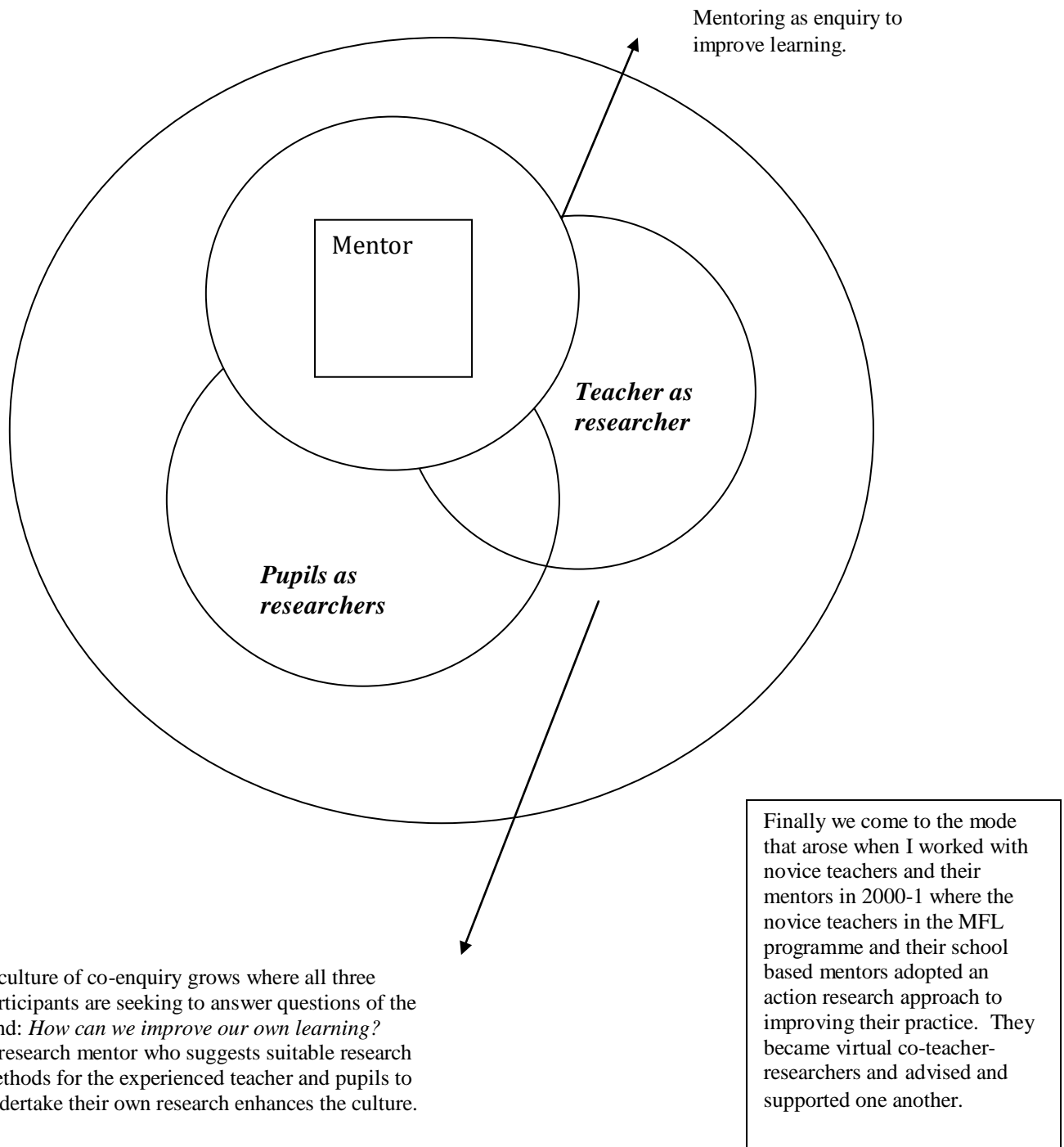


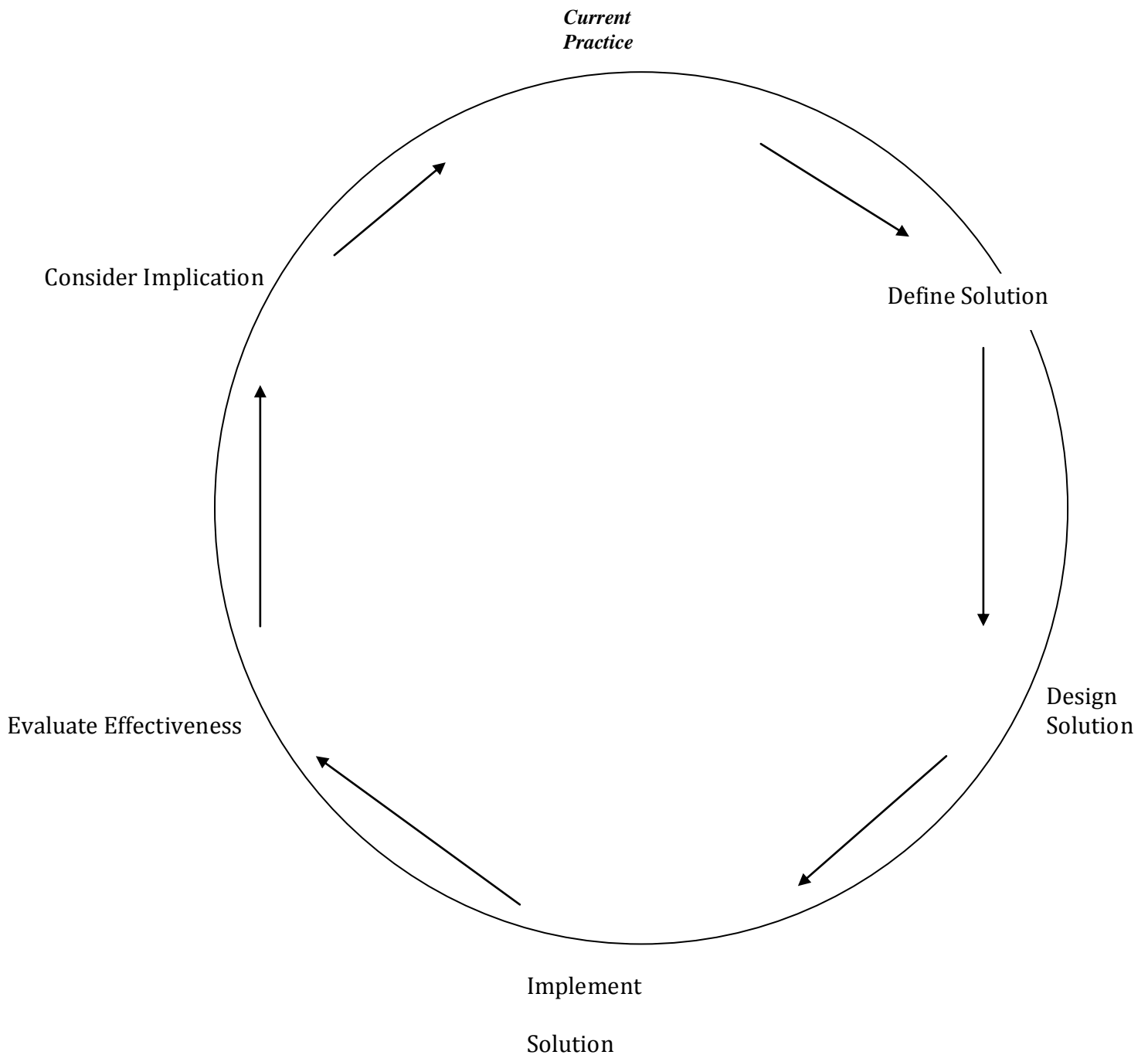
Figure 4: Research mentoring as a catalyst for co-enquiry.

This model replicates my growing involvement as a research mentor for CPD – for example as research mentor for 2 Best Practice Research Scholarship 2001-2 and for 29 BPRS holders in 2002-3.



Model 1:

Fletcher, S. & Calvert. M. (1994) Working With Your Student Teacher (page 71)



My first experience of action research came from Mike Calvert. I owe him a debt for making an overt connection between the PGCE course and school-based research. In his model, however the mentor did not occupy not the key role but rather the HEI tutor. This meant that the other stakeholders held the tutor in a kind of reverence augmented by their role as assessor. The action research cycle is neatly cyclical and I came to wonder why my own mentoring did not fit such a neat unproblematic profile. There is no evidence of personal responsibility in this model – no ‘I’ accountability as there is in Whitehead (1989).

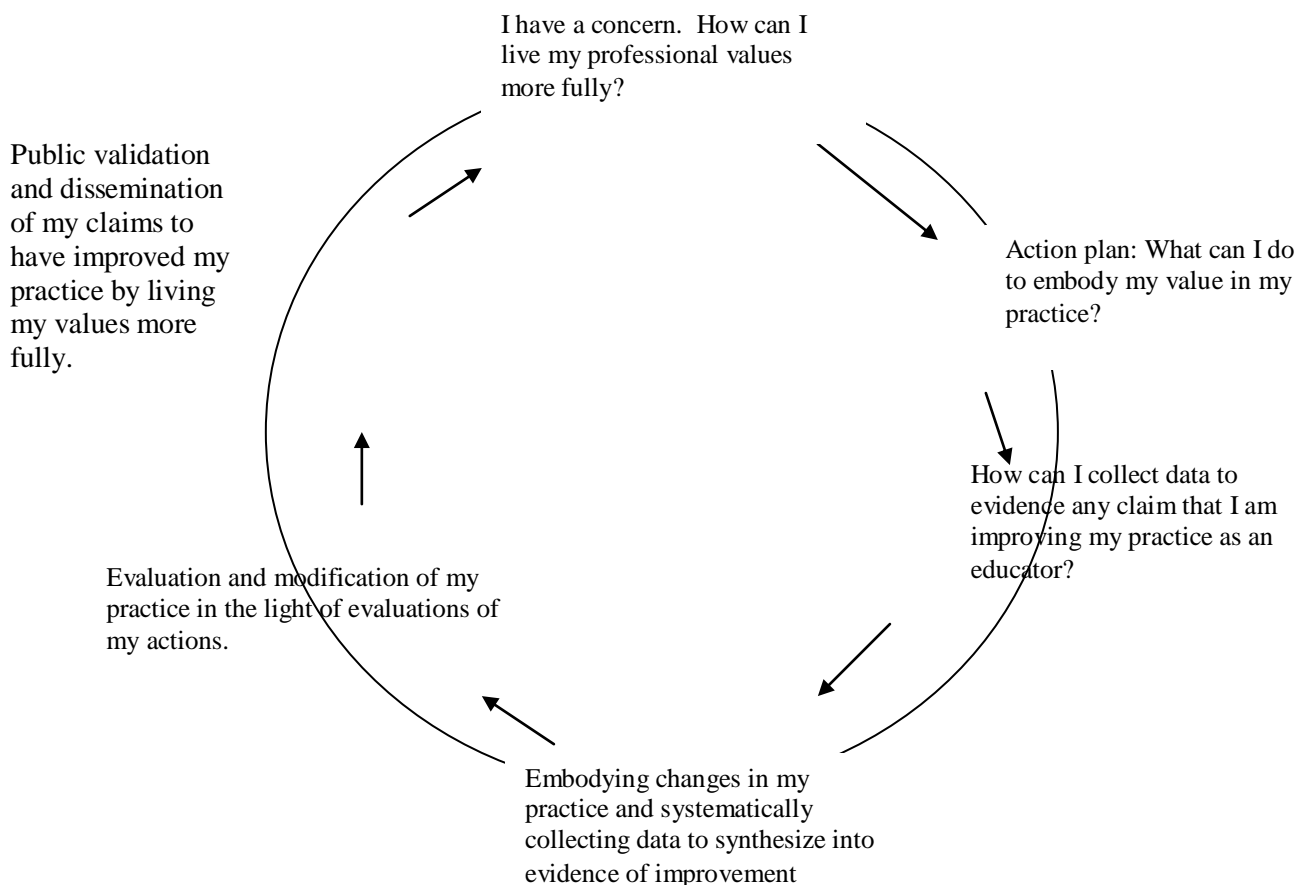
Model 2:

Whitehead, A.J. (1989) 'Creating a living educational theory from questions of the kind, 'How can I improve my practice?' *Cambridge Journal of Education*, 19 (1) 41-52

Action research enables the learner to approach questions of the kind, "How do I improve my practice?" in the spiral form of:

- Expressing concerns when values are not fully lived in practice
- Imagining an action plan and the kinds of data which will need collecting to enable a judgement to be made on the effectiveness of the actions
- Acting
- Evaluating
- Modifying the concerns, plans and actions in the light of the evaluations

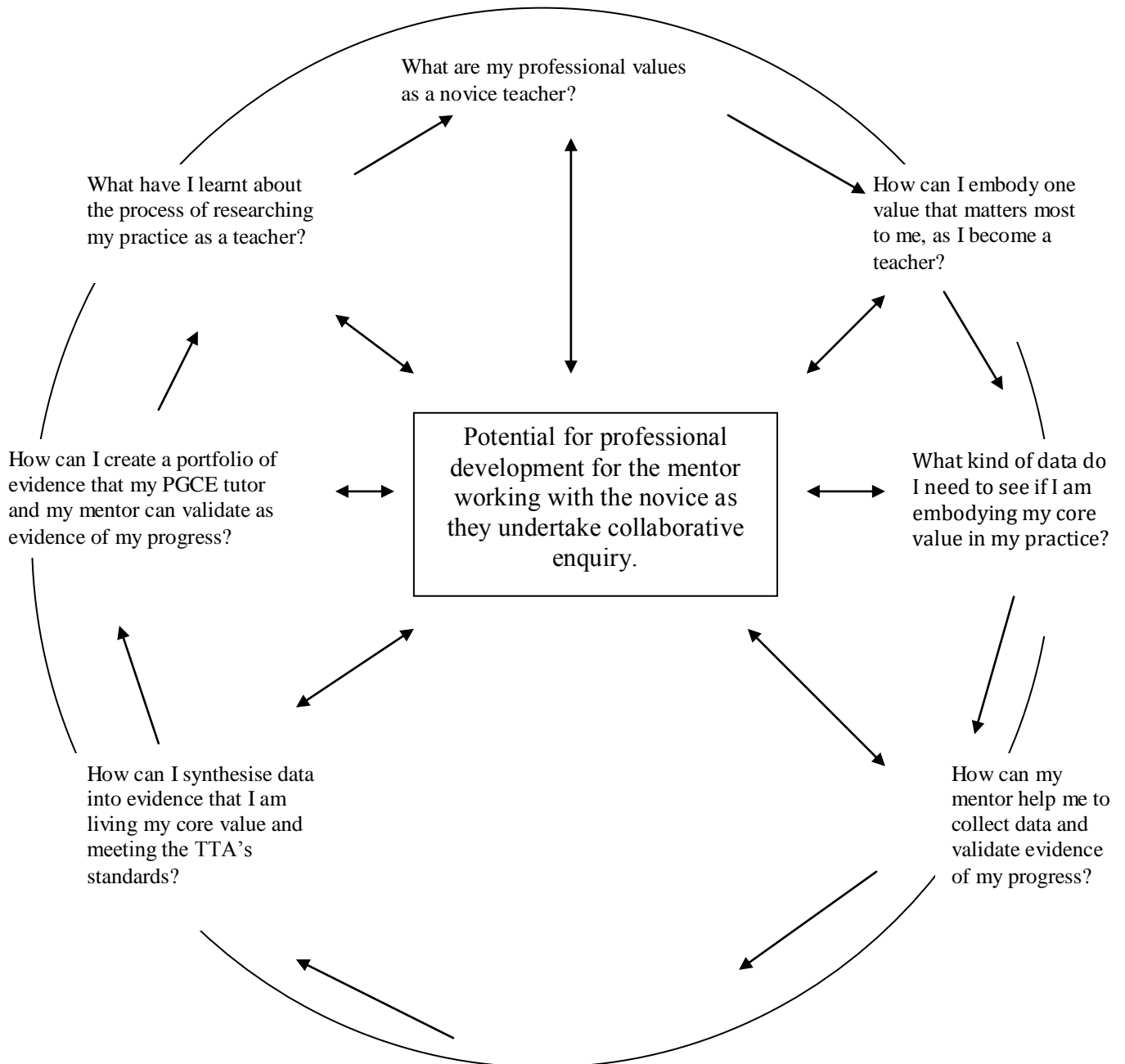
My interpretation (2000) of Whitehead's model of action research



The most striking feature of Jack Whitehead's model is the self-study where the living "I" as he puts it (1989) asks how to improve. This is a marked departure from the model Calvert included in *Working with Your Student Teacher*. Research is no longer undertaken *on* but *by* the individual.

Model 3:

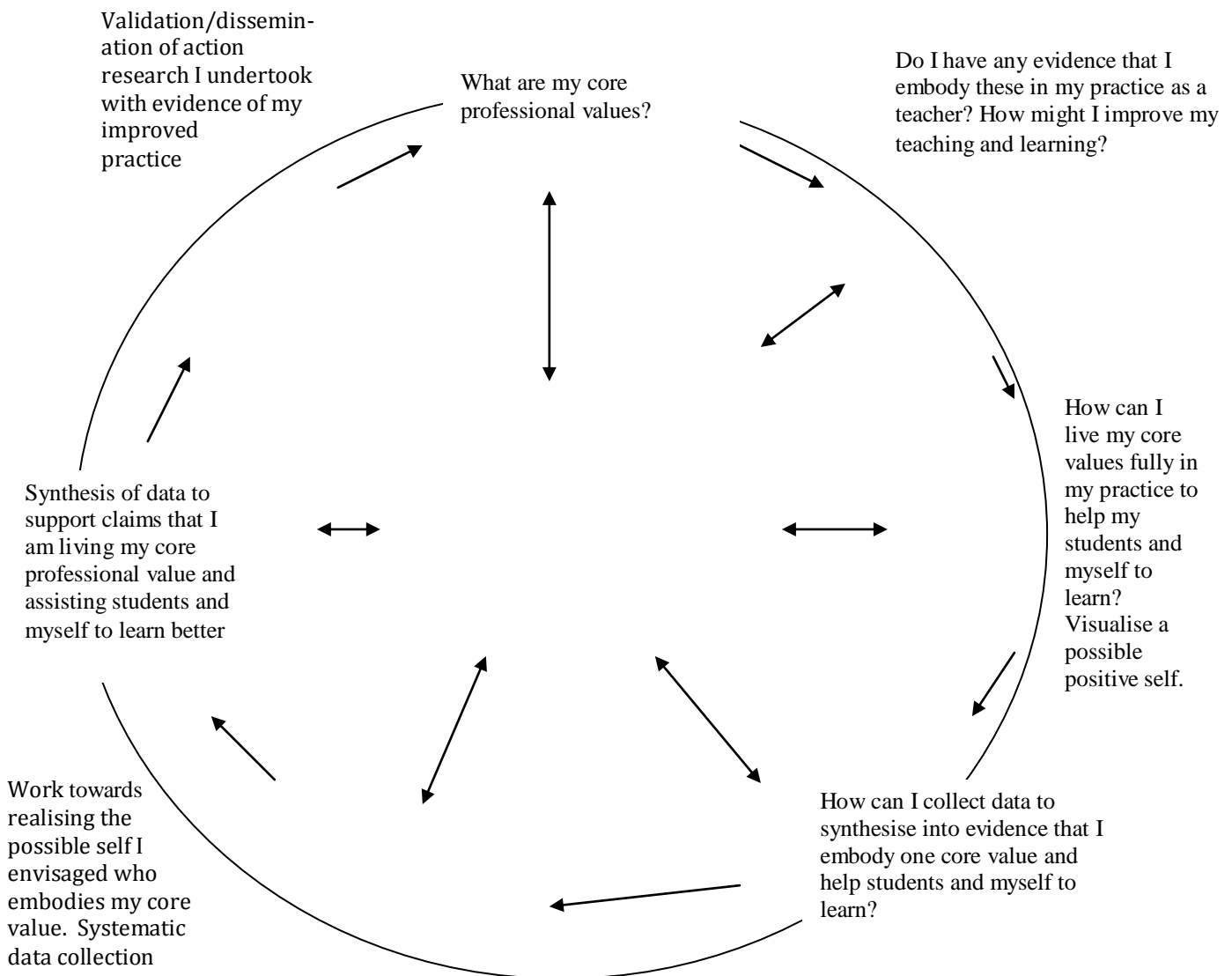
My model of action research integrated with mentoring (2001)
Integrating Mentoring and Action research for novice teachers.



My model of collaborative self-study merges from Whitehead's as I integrate mentoring (Fletcher, 2000) with self-study action research (Whitehead, 1989) I have shifted the initial focus from, "I have a problem" (in the light of working with trainees who found this unmanageable and/or off-putting) to "What are my professional values?" If I am to encourage trainees to keep in touch with the reasons for coming into the profession, I need to help them explicate and refine their own professional values.

Model 4:

My model of action research integrated with mentoring (2002-3) Unpublished prior to my thesis. An emerging model as I prepare to undertake research mentoring with 29 DfES funded teacher researchers (Best Practice Research Scholarships, 2002-3)



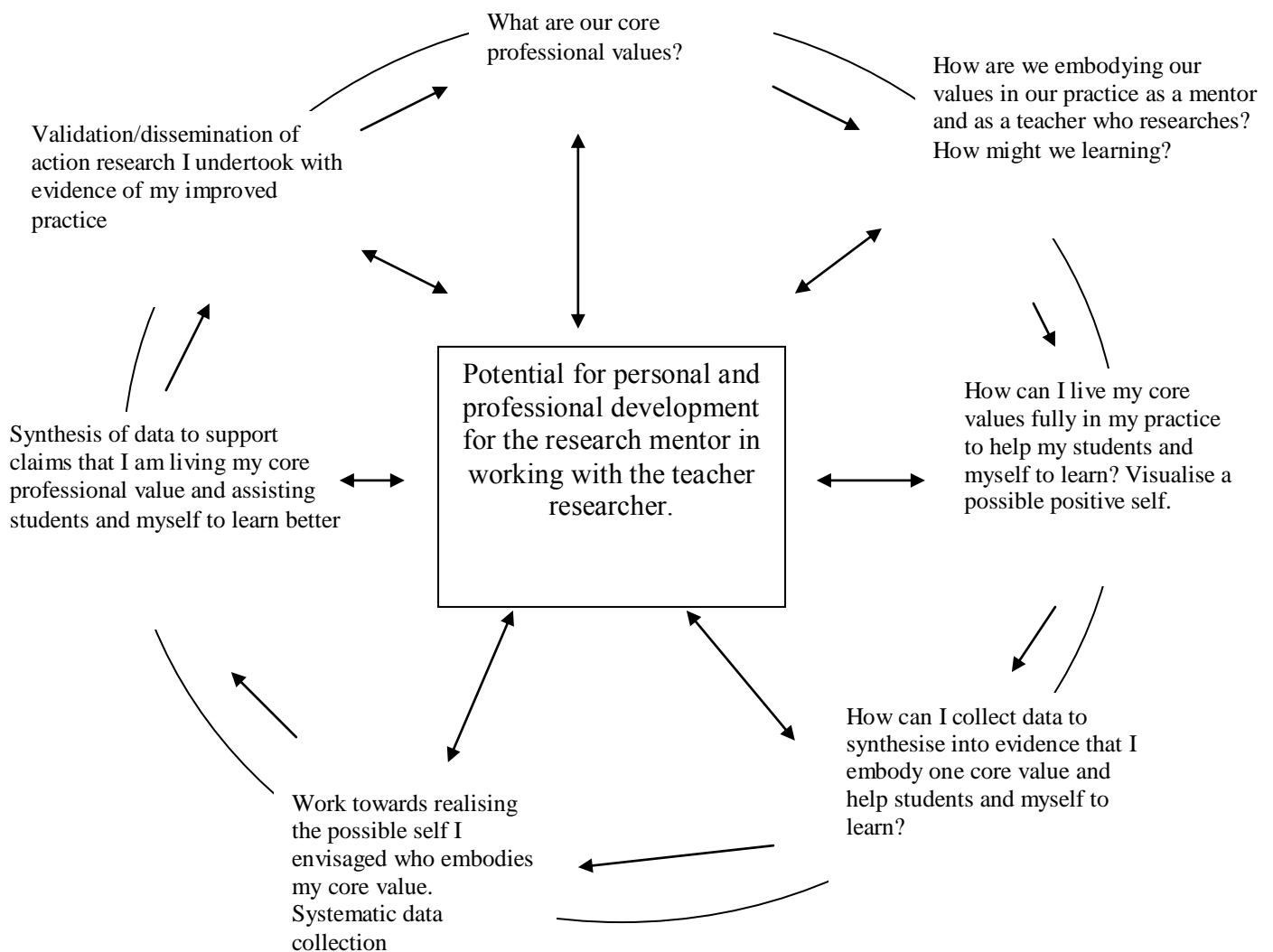
My model of the role of a research mentor working alongside a teacher researcher through self-study action research emerges! Notice how I have incorporated the work by Markus and Ruvolo et al, in my study by focusing on the visualisation of a positive, possible self. This, I believe, is the key to linking a theoretical study of one's own professional development, which is then applied to practice to a model where the embodied self as goal arises from practice and is attained through living theory. Mine is an original and communal model of self-study facilitated through mentoring.

Model 5:

My model of Research Mentoring emerges which integrates my concept of mentoring (Fletcher, 2000), the possible selves construct integrated into mentoring (Fletcher, 2007) and an Appreciative Inquiry approach to action research integrated in research mentoring (Fletcher, 2008) and becomes Educational Research Mentoring:

The impact of mentoring on action research cannot be underestimated. The guidance and support that I have received has led me to believe in my future research and removed any fears or preconceptions that I may have had. Sarah has smoothed the way; helped me to give my work direction and filled me with the confidence to carry out action research.

Catherine Meacher, BPRS researcher (Wiltshire Journal of Education, Summer 2002)



My model of the role of a research mentor working alongside a teacher researcher through self-study action research continues to evolve I incorporate my own concept of mentoring as continuing professional and personal development (2000), et al, in my study by focusing on the visualisation of a positive, possible self. This, I believe, is the key to linking a theoretical study of one's own professional development which is then applied to practice to a model where the embodied self as goal arises from practice and is attained through an Appreciative Inquiry approach to action research.

I note how the model of action research explained by Mike Calvert in our publication in 1994 evolves into an interpretation (2000) of the living educational theory model of action research. This model has evolved to this position (2011). Evolution continues. I would say that the critical engagement that was a necessary heart of my practice as a PGCE tutor has fundamentally shaped my practice as a research mentor for teachers.

7.4.2 Mentoring, action research and critical thinking scaffolds 2004

Significance for my learning	Significance for research mentoring
<ul style="list-style-type: none"> Working with Steve Coombs as my line manager enabled me to create and pilot an MA module around a research mentoring model that I wrote about in the thesis that I had submitted (to Bath University). Since working with Steve I have learned to develop critical thinking scaffolds to embed into research mentoring and to organise my own research. His influence is evident here in the framework that I have used to reflect on my writings. Useful as they are I have learned that critical thinking scaffolds can become restrictive as they may be limiting how some teachers need to express knowledge that they create. 	<ul style="list-style-type: none"> This paper was presented with Steven Coombs from Bath Spa University College whose research into ‘knowledge elicitation’ has shaped how I have used web-based templates with teacher researchers. Steven Coombs claimed that his critical thinking scaffolds were an epistemological framework for teachers’ reflective learning. He describes action research as critical reflective praxis, which represents these philosophical assumptions. Steve describes how the software systems offer a powerful range of reflective learning tools to support the action researcher. His model of self-organised learner is explained.

7.4.3 Action research mentoring English and Croatian contexts 2004

Significance for my learning	Significance for research mentoring
<ul style="list-style-type: none"> I wrote in this paper while I was in transition from working in education institutions where others largely determined classes I would teach and the areas of tutoring I would be engaged in to a position where I was learning to take more ownership of my professional development as I set up my mentoring consultancy. This was the first time in my career that I was not working full time in an education institution teaching. I learned from Branko Bognar that pedagogy was valued in his country and he research mentored teachers. His use of multi media is inspiring and through discussion with him I learned about mentoring in Croatia. 	<ul style="list-style-type: none"> I report on a learning breakthrough when I realised that advanced skills teachers could become an online community of research mentors. There is an account of how I have been offering teachers in China action research mentoring using online communication and I give details about working with Emma Kirby at Hanham High School. I focus in on working as a research mentor for teachers in Torfaen in Wales and share my philosophy of my emerging practice as an action research mentor for schoolteachers. This paper is a significant because it draws together many of my various involvements in research mentoring.

7.4.4 Using digital technology in mentoring teacher researchers 2006

Significance for my learning	Significance for research mentoring
<ul style="list-style-type: none"> • This was presented at the AERA conference. It becomes, after some revisions, my Reflecting Education Journal publication (in 2006). • This paper is significant because I list the critical thinking scaffolds that I had made available online. • Also this paper was a useful basis for showing how I develop a paper that can evolve into a publication. • When KEEP templates were no longer made available at cfkeep.org there was deep concern in my mind but the MERLOT is very similar though the front end less attractive. 	<ul style="list-style-type: none"> • I celebrate the use of KEEP templates because they enable a creative spontaneity in interaction between text, image and sound. • I explore a notion that teachers need to be able to research-in-action in much the same way that Schön talks of reflection in and on practice. I ask if technology alone can support and sustain teachers' research and the significance of this face is that I begin to formulate my ideas that teachers need research mentoring online resources. It was not until summer 2008 that these took shape.

7.4.5 Educational Research Mentoring DPhil Submission 2006

<http://contentbuilder.merlot.org/toolkit/html/snapshot.php?id=19157346914669>

Significance for my learning	Significance for research mentoring
<ul style="list-style-type: none"> • Three main foci underpinned this commentary, which engaged with twenty of my publications (2006); my critical account of the genesis, evolution and generativity of a new paradigm of mentoring enabling collaborative academic + school-teachers' research; conceptualisation of my learning and eliciting theory from research mentoring practices. 	<ul style="list-style-type: none"> • Since submitting this thesis, I have developed numerous web-based resources for teacher researchers using MERLOT. The opportunity that arose in submitting a DPhil to the University of the West of England (even though it was not examined) helped me to reflect on the significance of my own research mentoring and develop my ideas.

7.4.6 Designing and implementing ethical approaches in your research 2007

Significance for my learning	Significance for research mentoring
<ul style="list-style-type: none"> • I created this guide for my own use with some of my research mentees when I found that even if I reminded them that taking materials from the Internet without permission was unethical, a few persisted. I learnt that if the guidelines were in text they were often taken notice of. • Research mentees may not regard 'borrowing' my ideas as plagiarism! 	<ul style="list-style-type: none"> • This draft chapter for a handbook for research mentors is waiting to be completed as it certainly needed. • The case studies and potential scenarios section was especially well received when I trialed this. • I drew on BERA Ethical Guidelines (2004) and incorporated guidance for writing a self-study involving others. The FAQ section works well.

7.4.7 How might use of web-based technology enable a new epistemology? 2008

Significance for my learning	Significance for research mentoring
<ul style="list-style-type: none"> • I celebrate the use of web-based technology in that it enables non-verbal communication be better 	<ul style="list-style-type: none"> • This paper was written in response to Jack Whitehead's 2008 call for discussion in Research Intelligence.

<ul style="list-style-type: none"> understood within its context. There is an interesting section on how I use the KEEP templates and tailor them but the text of the paper has remarkably little to do with its title! This turns into description of how I embed KEEP in my research mentoring and justify my questions. 	<ul style="list-style-type: none"> I thought about the increase in the use of web-based technology by universities to represent knowledge and I drew attention to the speed at which knowledge is transferred between cultures and locations. I asked how multimedia use shapes knowledge that has been elicited.
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7.5 Conclusion

In this chapter, I have explored the significance of my learning as a research mentor from when I was working in schools in 1992 through to running my own research mentoring consultancy after 2006. What I see is that the mentoring activity in ITE was closely related to enabling the teachers to research their practice in schools. This was because members of my first cohort of teacher researchers were the mentors for my group of novice teachers working in schools as part of their PGCE programme.

During 2005, I began to discover the potential of using web-based technology in my work. This has had an increasingly important role to play in the way that I have worked with teacher researchers as I have gradually developed resources for them to access. Using an Appreciative Inquiry action research approach (Cooperrider, 1987) I have developed my work as a research mentor starting enquiries not from a problem but from an appreciation of what is already successful and can usefully be developed.

Chapter 8: Collaborative research with Japan

8.0 Overview

In this chapter I examine aspects of my collaborative research with Japan over the past twelve years. I engage with research into mentoring in Japanese schools as a basis for developing understandings of how research mentoring might be extended and I look with hope and excitement to the future where web-based technology can assist in the growth of knowledge about education, enabled by research mentoring.

8.1 Introduction

At the annual BERA conference 2005, I presented my own account of kounai ken, <http://contentbuilder.merlot.org/toolkit/html/snapshot.php?id=5396850915064> (Appendix One). My understanding is that Kounai-ken is potentially one of the most important forms of teachers' professional development. Integrated within mentoring as *appreciative collaborative enquiry* it might offer the kind of ongoing support and challenge that experienced teachers need. Within an ageing population of teachers, the need for refreshment and a sense of purpose has never been more pressing. If there is a way in which experienced teachers might pass on, with enthusiasm, their knowledge to the next generation of teachers and inspire them to seek the highest form of scholarship, teaching, I believe that mentoring as appreciative enquiry might well enable this. The Ministry of Education wishes to improve Japan's initial teacher training where novice teachers spend 4 weeks in school. If time is focused on research as problem solving what kind of induction is that? If however the approach to learning to teach is collaborative enquiry, where the novice teacher is encouraged to video their practice to demonstrate how they are applying their school's professional values in action, it seems that Japan has a viable route for the improvement of initial teacher education.

If before a Kounai-ken session the teacher has an opportunity to be mentored by his or her colleagues in a way that affirms how they are already enabling students to learn, it seems to me that they will be in a stronger position to reflect upon their actions and refer back to previous conversations after the event. From what I've seen so far Kounai-ken is the most valuable experience not only to the teacher concerned but for his or her colleagues and the teaching community around. My first impression was that it looked like every English teacher's nightmare with OFSTED inspectors armed with video cameras focusing on the teaching of the class and then walking round and asking individual pupils what they had learned. I soon came to realise that this is an opportunity for collaborative learning and the teachers to focus not on problems but on the strengths of their respective teaching skills and how far they are already applying their espoused values. It is an opportunity for interaction and for dialogue about educational values, a rich learning opportunity with the initial idealism of novice teachers is not to be rejected but be valued as a vision of the potential of teaching as self-actualisation (Maslow, 1943). Self-actualisation is not restricted to novices. At any stage in their career, teachers respond better to affirmation than to negation. Point out the deficit in their teaching and a teacher will become defensive. Affirm positives or at the least balance negatives and positives and dialogue ensues.

8.1.1 Analysis of my lectures in Japan between 2000–2008

When I presented a paper in Japan entitled *Research Mentoring; Collaborating for Professional Development*, (2003), I explained that I assist teachers in undertaking their own research within their practice to further their professional development. Subsequent to that visit I made many more and papers for the lectures I presented have been analysed as a case to illustrate how my epistemological stance evolved.

2008; Appreciative coach-mentoring as inquiry in initial teacher education (Incidentally, I made two visits to Japan in 2008)

By 2008, the evidence of a profound shift in my practice and emerging theory of research mentoring with teachers is apparent. In my learning I am aware that theory arises from practice for, as Gilbert Ryle reminds us, Efficient practice precedes the theory of it. I am aware that the Appreciative Inquiry model of action research has received relatively little attention from a research point of view, but so has living educational theory. Only Serper's PhD thesis engages critically (he dismisses LET as a 'waste of time'). Notwithstanding his comment, my concern is not the model of LET so much as the questionable practice of validation that underpins it. I am not convinced it offers a robust form of research that creates reliable knowledge through the process of rigorous and systematic enquiry, though adherents claim that it does.

My paper is written with regard to initial teacher education (no longer 'training') but it could equally encompass experienced teachers' development too. Offering insights into my development as an educator, with a passion to learn, I offer a self-study that has its roots in 1992 when I was trained to be a 'mentor'. This is where I believe my experience might be useful in future for educators in Japan. I believe that Japanese teachers would benefit from developing their own ways to professional development based on an appreciation of the skills, knowledge and understanding of the population of teachers who will retire soon. Before they leave teaching, Japan could benefit from recording their knowledge in a multi media format that can be engaged with critically by teacher educators and their mentees. Framing its programmes for initial and for ongoing development with an action research approach that has *appreciation* at its heart could be helpful as Japan moves into a new era and copes with challenges.

Once again, I tell my life story as an educator but I notice that each time I do, I learn more about my own practice and I learn more about how to enable other teachers to tell their stories too. What we need is a systematised way of being able to record and access teachers' learning. Sadly, in England the moment appears to be lost and this opportunity wasted. The many 1000s of accounts of teachers' own learning journeys awarded Teacher Learning Academy recognition have not been made accessible to researchers. Instead of reinventing the wheel as it were, we could draw upon the accounts of teachers' learning and engage with them in a critically informed way.

In this presentation during 2008, I explore historical accounts of mentoring and of coaching and I draw out my own analysis of effective coaching in education based upon Eric Berne's model of transactional analysis. This underpinned the award bearing program in structured mentoring that I undertook in 1992 when I began to embark on a career as a mentor. How would it be if we developed a program for structured mentoring across Japan, with the assistance of teachers in schools?

2007: Lecture/workshop Tokorozawa Teachers' Centre (24 January 2007)
the University of Kobe Nurse Educators research mentoring and lecture/workshop at
the University of Tokyo; where I addressed faculty members and graduate students.

In 2007, my presentation focuses again on the potential of a video on demand system to link educational research mentors locally, across Japan and also internationally. My goal is to assist colleagues in Japan to stem the attrition rate among beginning teachers by enabling them to feel ownership in their learning. It seems to me that we are in a sense in a parallel situation to one that we have encountered as research mentors. While I have knowledge and experience to be able to assist teachers' development, my skills, aptitudes, knowledge and my understanding are worth little until they interact with teachers' expertise in relation to their own teaching and learning situation. I am hoping that the resources I have created (and submitted successfully to the Teacher Learning Academy) can be made available to teachers and teacher educators in Japan, using the translation facilities on MERLOT's system (<http://www.merlot.org>).

It is interesting to reflect that until after I left the University of Bath, I had no idea that living educational theory might be less appropriate for teacher researchers than other action research approaches. After I left I began to research different approaches including John Elliott's. In this presentation in 2007 you can see the evidence that I am beginning to explore different approaches and looking for the model that would help me to improve my own research mentoring with teachers. Search as I might, I never quite found what I was looking for in education books. In this paper I can see that I am moving away from problem solving towards a more traditional approach to research where I ask, *What is my research question?* and *Do I really have a problem?* I am asking, *What is action research?* Where, during my several previous visits to Japan I was sure that I knew, my focus had shifted from living educational theory.

In my lecture to teachers at Tokorozawa, I introduce a greater focus upon the theory and practice of coaching than previously and it seems to me that while my experiences of having two mis-examined doctoral submissions was very painful it has also been an enormously useful and productive learning experience for me. My own capacity for critical thinking has greatly improved and consequently I now assume I know less than I did in the past. I have come to value my learning and appreciate how it is limited to my own context and it needs interaction with others, in order to grow.

I explore the potential benefits and problems in Educational Research Mentoring as ongoing professional development. Finally, I draw together my interest in using web-based templates with the Possible Selves construct as a way to enable adult learning. This becomes a publication in 2007, revisiting my paper in 2000 where I described how I had used the construct with novice teachers. The scene is set for me to embrace an Appreciative Inquiry approach to action research, concluding my lecture, *Valuing what is best in our present ways of teaching is vitally important but being open to developing new ways of teaching and learning is crucially important for us all...*

2006: *Educational Research Mentoring for teachers' CPD*, The Japan Women's University (March 2006). This lecture is on video and is not, as yet, analysed.

This presentation comes a short while after the submission of my thesis by 20 publications with a 6000 word critical commentary to the University of the West of England. My submission is entitled *The Genesis, Evolution and Generativity of Educational Research mentoring*. Within it, I depicted a conceptual study of my own learning and its relationship with my multiple identity as an educator (teacher, mentor and researcher). The presentation drew upon my research into my own practice as a practitioner research to offer insights into how research mentoring can enable teachers to collaborate and thereby create new knowledge.

2005; An Introduction to Action Research Mentoring, lecture/workshop at Tokorozawa Teachers' Centre

PowerPoint presentation slides are my medium for communicating my message that research mentoring is an educational activity that promotes a growth of knowledge. In the presentation for my lecture, I explain my model of mentoring is concerned with continuing personal as well as professional development and means guiding and supporting through difficult transitions. It is about smoothing the way and enabling, reassuring as well as directing, managing and instructing.' I explain the action research approach that I have been integrating in mentoring for several years, at first with novice teachers and increasingly with experienced colleagues who are committed to continuing to learn to become better educators. By this point, I am no longer using the living theory approach to action research but beginning to cast around for a model that is more appropriate to my practice. I light upon Mills definition (2003) that '*action research... is any systematic enquiry undertaken by teacher researchers to gather information about how their particular schools operate.* (i.e. not self- but organizational study). *Action research is done by teachers for themselves, it is not imposed on them by someone else.*' For the first time, I focus particularly upon enriching the experience of kounai ken and I pose several open questions. The first two are for adoption by teachers involved in kounai ken, the third highlights a need to disseminate our learning;

- How might I represent my own practical tacit knowledge
- How might I help colleagues to teach more effectively by understanding their practical and tacit knowledge as well as my own?
- How might we share understandings about effective teaching with distant colleagues?

I leave the audience with a challenge as I conclude my presentation by asking;

- How might we use web-based technology to assist our own teaching-as-learning?
- How might we develop school website to show and share our learning-in-teaching?
- How might we develop a Japanese and English teacher research website to disseminate teaching-as-learning and learning-in-teaching?

It seems to me that as I write this account in 2011, we have everything in place to create web-based accounts of our learning through teaching and share them as the KEEP Toolkit Templates developed by the Carnegie Foundation had a major

weakness, which has been resolved. The later MERLOT content builder offers an efficient translator system, and now enables accounts to be read internationally.

2004: How do I perceive educational changes across Japan engendered by action research and mentoring? (2004)

How do I perceive changes in educational practice across Japan engendered by action research and mentoring? (2004)

This paper was an invited contribution to offer my perspectives about the Japanese Education system, following the reform of the Fundamental Law of Education in 2000. Colleagues in Japanese Universities adopted the paper, which I presented at the British Educational Research Association Conference in 2004, to bid for funding to further our research into the potential of mentoring and action research as a form of teachers' CPD. Collaboration on an international stage in Educational Research Mentoring enables me to assist teachers in creating a knowledge base for the teaching profession (Hiebert, 2002) and provides a resource for educational research mentors and mentees to engage with and contribute to. I attribute a model of learning that underpins research mentoring to Christie et al. (2003). The model of research mentoring I describe in this paper develops into my Educational Research Mentoring model using web-based technology for my article for *Reflecting Education* (2006).

This was a paper where I stood back from self-study to offer a perspective on the changes in Japan's education system after the reform of the Fundamental Law of Education. I likened the changes to an action research process but not just taking a problem as my starting point. I took the perspective that reforms had opened up major, exciting opportunities for change in creative ways that would be well suited to group activity. In my metaphorical depiction of the changes as action research, the first spiral represents the development of the Japanese education system. A second spiral represents Japanese teachers' professional development and a third my professional development during my four previous visits to Japan. This was my first systematic attempt to research Japanese education. I begin to understand its history. Using the living theory approach to action research developed by Whitehead and McNiff, I tried to set out how the three spirals were interrelated around enabling educational growth following the reform of the Fundamental Law of Education.

In my 2004 presentation, I offer a self-study account of my visits to Japan since 2000 and I explain how I have been able to contribute to my own professional development through the privilege of making my visits to Kobe, Niigata and Waseda Universities. Here I write my (favourite) account of my learning in Japan where I describe how I was permitted to join Mrs Nagasaka and colleagues at a public school in Kobe. This was my story of my visit in December 2001 and a visit of see Mrs Nagasaka and her living action research approach continues to inspire and to motivate me. There was such profound caring for the children traumatized by the earthquake and it occurs to me that in the wake of the terrible disasters that befell Japan in recent months we have the model and the guiding light for rebuilding the lives of the children and adults who have suffered so much. Action research can offer society a way forward where it is integrated in a profoundly caring, two-way relationship that is "coach-mentoring". While coaching focuses upon the skills dimension of leaning, mentoring plays a broader psychosocial personal and professional role. Mrs Nagasaka's example is a

guiding light as we strive to build a brighter future. We already know action research and mentoring are effective activities in the professional development of teachers and their students. What we need to do (and this paper was written before I discovered KEEP Toolkit templates and designed the action research mentoring MA module for Bitterne Park School) is to embed action research and peer coaching/mentoring in Japanese education. Professor Asada has already demonstrated the power that video analysis can bring to enable teachers' learning. Now we could usefully extend the video on demand system that I learned about during an action research conference in Japan. We need to enable teachers to elicit, represent and disseminate their own and their colleagues' and students' learning and we have web-based technology to do so.

2003: Research mentoring; collaborating for professional development lecture/workshop Tokorozawa (December 2003- two visits in 2003).

'I am a research mentor,' I announce to the world. That is my role and my passion and I have stepped out from the shadows as an academic to give voice to the 'I' of my convictions. There is no hint I am a problem solver as a practitioner researcher and not addressing the violation of my values as a starting point for my research. This is where my embracing of Appreciative Inquiry comes to the fore although it does not yet have a name. I celebrate the Japanese Government's initiative to offer teachers the opportunity to become action researchers and I express my gratitude to Professor Asada and Professor Sawamoto for their leadership in enabling teacher research. I draw on my experience of working with colleagues (by email) from the US and more fully, upon my experience of being the research mentor for 70 teacher researchers in the DfE's Best Practice Research Scholarship Scheme provided across England.

This is where I explain how I have built my model of research mentoring upon the model for the standard for initial teacher education in Scotland (2000).

The learner rather than professional development is at the heart of professional values and personal commitment; professional skills and aptitudes and professional knowledge and understanding. I celebrate the coming together of past present and future as I announce *'In this model, the richness of history, the spontaneous creativity of the present and the promise of the future come together to enhance the learning of all who engage in their professional development as they contribute to creating new knowledge.'* I reveal how my model of research mentoring emerged from a model of school-centred mentoring in initial teacher training. It has evolved through partnership with university-based contact and has emerged as research mentoring to act as a catalyst for collaborative inquiry. I extend my dream (in the Appreciative Inquiry sense) to incorporate pupils as researchers enquiring with a research mentor and teacher researchers. From my first contact with action research explained by my co-author Mike Calvert in 1994, to developing Jack Whitehead's living theory approach, I show how my model of mentoring integrated with action research had developed between 2001 and 2003, when I submitted it as part of my thesis for a doctorate.

This is a 'key' paper as an explanation of my own learning as a research mentor. Having become a lecturer with virtually no background in research methods, I attach importance to the standpoint that *'not only is it important for academics to assist teachers in explicating their knowledge, there is a reverse duty of care too... school-based teachers as researchers should also ask the kinds of questions about*

academics' research that can move their thinking on.' I was widely and frequently criticized by academic colleagues for opting to publish my ideas in professional journals like the Wiltshire Research Journal. In my perception of professional need, I wanted to influence teachers who would read that journal but, almost certainly, not academic journals my colleagues read. I talk about my research mentoring encounters with a student in my MA Mentoring summer school and another who was apparently not interested in teacher research, at first, *Sarah, I just wanted you to know how the work since I met you is developing. You know how reading is traditionally a real hurdle. Well... Look at this!*" and she proudly announced that she intended to study for her MA. Even now in 2011, I still hear from teachers I have worked with as a research mentor and how they have persevered to achieve their MA. What a privilege! I expressed my profound hope to continue to working with colleagues in Japan across the thousands of miles that geographically separate us through the medium of modern technologies. I looked back to a previous visit in March 2003 and forward to the time when I can see teacher research represented and disseminated on a Japanese website.

2001: Lecture/workshop action research. Ohanomizo University, Tokyo
Again I focused upon mentoring integrated within a living theory approach to action research within a PGCE program for assisting novice teachers to learn.

2000; Lecture/workshop Kobe University, (December 2000)
During this visit I co-presented with Jack Whitehead. My focus was upon action research as an enabling process for reflection and knowledge creation in initial teacher education. I shared video of my research mentoring with novice teachers and offered a critical self-study on the rationale for the approach I chose as a mentor.

8.1.2 Discussion

What does it matter if we adopt a problem-solving approach as action research in the teaching profession? What implications would it have for our teaching and morale as the profession if we can start from an affirmation of what is already being achieved? Maybe we need to return to the intention behind Lewin's model of action research or the values underlying Stenhouse's approach to teachers undertaking action research. I suggest that it's time to set the problem-solving approaches, though they have their place, to one side. In the past 10 years when I have visited Japanese schools I have heard teachers say, at times with obvious embarrassment, I have a problem in how I teach. I have a problem with how the students learn in my lessons. I want to improve.

What does it matter if teachers in Japan or teachers in England start from the kind of approach that underlies living educational theory? It matters profoundly, I believe. If we go back to Boyer's vision (1990) of the four scholarships; discovery, integration, application and teaching, we think specifically about a scholarship of application, we can appreciate that the lens through which we interpret what occurs in a classroom and we judge to constitute teaching and learning is determined by our values as an observer, it was in the clear that if we approach what we see from a problem-solving perspective we are likely to see problems. If, however, we approach what we see through the appreciation of values that recognize and celebrate the worth of what is happening we get a different impression and communicate feedback in different ways.

8.2 Critical engagement with research into ‘mentoring’ in Japanese schools

Although I am aware that ‘formal’ mentoring programmes do not exist in Japanese schools for the initial education of teachers (or their on-going development), in my opinion, there are activities that align with mentoring. I am most grateful to my co-researcher, Professor Tadashi Asada, for the opportunities he has provided for me to access such mentoring experiences, not least in his accounts of mentoring in schools. In Figure below, I list publications that I have been able to access about practices in Japanese Education and I analyse them in relation to their impact upon my learning.

Author	Date	Title of Paper	Location	Implications for my learning and research
Asada	In press	Mentoring; Apprenticeship or Co-enquiry?	SAGE Handbook of Mentoring & Coaching in Education	Tadashi is suggesting an inquiry based approach to mentoring for ITE/CPD. Enabling novice teachers to become accepted as ‘in group’ (uchi) with ideas of teaching as collaborative knowledge creation.
Fujimoto/ Oshima/ Kaga	2010	Teacher Discourse in Japanese style lesson study meetings	CARN Annual Conference	<i>Objective</i> research where university colleagues <i>inform</i> teachers about research and a need to reflect – Tadashi’s is more collaborative action research in focus on kounai ken. This helps me to think about a knowledge base for teaching (Hiebert, 2002) <ul style="list-style-type: none"> 1) oriented towards reflection based observed facts 2) respecting each other as practitioners 3) importance of support of other teachers in the same year bloc 4) researchers from outside engaged in collaborative action research 5) teachers CPD focused observed facts about children 6) the outcome was ‘teacher empowerment’ but what about teacher knowledge?
Asada/ Sato	2009	Analysis of Interaction among School Teachers in Kounai-ken	BERA Annual Conference	A focus on Kounai ken for teacher CPD and curriculum development. Is there need for leadership training in mentoring/coaching and knowledge management? I must research the ‘Table of learning processes’. Was there a follow up to see how a teacher has or the school has implemented learning? So teachers do relate their concern to national curriculum and their school and table of learning processes but is there individualized CPD? Kounai ken to pass on teaching skills? However, it is not always a cooperative climate for

				teachers' CPD How about creating the roles they adopt as AI? What about 'group' kounai ken so several teachers might teach the same unit <i>simultaneously</i> then compare and contrast new knowledge created? Why not organize co-mentoring for bring communities to consensus?
Asada	2009	A Comparison of Mentor's On-going Comments on Novice Teachers	ECER	Mentors enable teachers to learn from practice. Asada explores a need for a <i>transformative</i> coach to help teachers to develop curriculum and each teachers' own CPD. How does this one person have access to teachers? Mentors need to be able to motivate and hand on practical skills – yes... but they need to enable the mentee to generate new k and to be a mentor later...
Asada	2008	Creating a vivid kounai ken	Action Research conference, Japan	I see a MAJOR shift from researching on teachers to valuing teachers as researchers but very solution based still. Opening for AI as AR?
Asada	2008	An Analysis of Mentor's on-going comments for Mentee's teaching	ECER	No program for training mentors in school. No way of screening would be mentors except by length of service in teaching. Psychosocial and informational support needed; similar to my research findings.
Asada/ Uosaki	2006	A Study on the Mentoring System for Beginning Teachers	BERA Annual Conference	Changes in teachers' cognition before and after kounai ken as a result of interaction with a university colleague. How far do the university staff research their practice alongside the teachers?
Asada/ Uosaki/ Ueta	2006	Teachers' recognition of students' thought processes in classroom instruction	ECER	Increased focus on individualized learning in Japanese education. The challenge seems to be this; How to represent & disseminate (effectively) teachers' capacity to understand and accommodate student's thought processes?
Asada/ Iwahama	2006	A model of school system to develop the school-based curriculum and support CPD using reflection and action research	BERA Annual conference	Teachers need to take a greater responsibility for their own CPD by seeing it as an ongoing journey – This reminds me of the usefulness of the TLA's <i>learning journey</i> and how mentors can assist in this.
Asada/ Uosaki/ Komatsu	2005	Making process of learning unit as professional development in Japan	ECER	Need to improve kounai ken.& elicit active learning, represent & disseminate teachers' knowledge for discussion? A need to identify <i>conditions for learning and perspectives of mentor, mentee and students</i> – it could be multi media account based upon MERLOT and translated into English, perhaps?
Asada/	2005	A Study of the	BERA Annual	Mentoring assists novice teachers

Uosaki		Function of Mentoring in Student Teaching in Japan	Conference	i.e. trans cultural identified need. Video clip database of beginning teachers to learn practical knowledge – what about Japanese video data base of experienced teachers to analyse? For example; Mrs Nagasaka and colleagues? Face-to-face is better than email so what about video mail as well? Teachers need to work in a culture of co-enquiry as well as providing a supportive apprenticeship for the ‘beginning’ teachers in schools.
Ikuta	2004	A Study of Japanese Teachers’ Practical Knowledge by means of an on-going Cognition method	BERA Annual Conference	This article focuses on objectifying teaching cognition. Why not enable the ‘I’ of the teacher to emerge as he becomes aware of his values. Fascinating insights as this covers engaging with teachers’ inner dialogue. Parallel to my work in the <i>Look of the Teacher</i> . I am self-studying in a similar way to that Professor Ikuta uses only I am focusing on my own teaching and learning as well as upon explaining my research’s <i>subjectivity</i> . Is it possible for a teacher to run thru a commentary? It is a great insight that Professor Ikuta was observing a teacher and pupils and thus he is in a ‘three way’ collaboration. Was there a discussion between him & teacher? It needs another column in his thinking scaffold where others who watch watched could add to it. This could be accessible online too?
Ikuta/Ogino	2004	Role of the Mentor for Student Teachers	BERA Annual Conference	Creatively followed up mentoring between 2 periods of practicum. Mentoring stimulates reflection; creativity; self actualization by mentee but how about actualization of the mentor through collaborative inquiry? Analysis of perspectives that complement each other as the mentee is closer to the pupils and mentor is expert in lesson planning.
Ikuta/Takahashi	2004	A Study of Japanese teachers’ Practical Knowledge by Means of an On-going Cognition Method	BERA Annual Conference	‘AR is self-study’ – not necessarily – it can be system wide focusing on a shared responsibility. The LET system is flawed in its validation stage and there is no evidence except in Fletcher’s work it was used for improving practice in teaching rather than ‘living values fully.’ Invitation to join in research collaboration through self-study – this parallels my own practice of collaborative self-study through research mentoring it would appear.
Ikuta/	2004	A Case Study of	BERA Annual	AR starts with a problem? No – it

Takahashi		Japanese Teachers' problems in Teaching Practice	Conference	can start from any base that one desires to improve ref. Einstein. Could usefully move to peer mentoring rather than the school mentor model? There's a need to involve more experienced teachers as mentors and access via VoD or MoD! This could accommodate diminishing recruitment at present in Japan and meet also Snow's call for systematized reflection & Hiebert's resource. What DO all Japanese teachers know? How do we know at present? We could share teachers' knowing e.g. Research on boosting pupils' participation already exists in China! (I have e-mentored practitioners).
Ogino	2004	Reflection on Teaching Practice	Notes for BERA Annual Conference	Outstanding attention to detail. Highly systematic approach to research here. Very impressive!
Asada	2001	Using Teaching Skills Based on Teachers' Judgment of Instructional Situation	ECER	I need to understand how to link theory from teachers' planning to teachers' own practice. Teachers need to develop a wide repertoire of skills and learn how to judge how to apply suitable skills in action.
Iwahama/ Asada	2001	Lesson Planning at Kindergarten through Reflective Writings	BERA Annual Conference	Insights into the variation in novice and experienced teachers' thinking and teaching strategies. We could have video clips of teachers sharing their insights before and after kounai ken regarding PCK>CPD
Hosokawa	2001	Teachers' Perceptions of Their Own Development	Kobe University seminar	Teachers need to have a way to externalize the teacher they aspire to be – their tacit knowledge. This can provide a basis for CPD enabled by their mentor – not just in ITE. Need to understand teaching is a journey and when we think we have reached perfection we should leave teaching! (Because we can't!)
Nogami	2000	In-service Training Using IT Networks	Innovative Methods of Teacher Training	Key papers relating to distance learning systems that would be of relevance to teacher researchers could usefully be in English too. Need for a 2 (or more) way VoD system starting with laboratory schools to enable the kind of e- and v-mentoring used at Bitterne Park School and Bishop Wordsworth School too. Teachers are already using concept maps so a small step would be to provide online critical thinking scaffolds. VoD could show clips of experienced <i>and</i> novice teachers who are collaborating. (rather like the Teachers' TV system in England).
Asada/	2009	Function of Kounai	BERA Annual	A need to develop a system

Yoneda/ Kotani		Ken for Teachers' Professional Development	Conference	whereby the teaching practice is discussed and there is more potential for knowledge creation ref. Chipping & Morse. Kounai ken could be the ideal setting for this?
Yoneda/ Asada	2009	A Basic Study of Teachers' Recognition of Ennai-ken as a Place for Practical Knowledge Transferring	Japanese Technologies Conference	I wonder if this ennai ken in the kindergarten setting is the 'ba' for knowledge creation among its teachers? How can it be made available in other phases? Teachers need to value one another as a teaching resource; co-planning; co-teaching and co-debriefing and then disseminating learning. Maybe VoD of novice and experienced and videos of teachers engaging critically as <i>individualized</i> CPD?
Asada	2001	Relationship Between Beginning Teachers' Cognition about their Lesson and Teaching Skill	ECER	Novice teachers need to master the basic teaching skills for managing learning. Some of this could be provided through online exemplars of some expert teaching linked to expert teachers' discussions of their thought processes in planning and teaching. This could possibly show generic teaching as well as context specific skills being developed too.
Kimura/ Asada	NO DATE	A Study on the Effectiveness of Self Reflection through Journal Keeping by Pre School Teachers	NO LOCATION GIVEN	I see the effectiveness of journal keeping – teachers could create online journals (like mine keeping some areas confidential as a basis for private reflection) sharing other entries for critical engagement. Are my own presentations for AERA and for BERA as reflection-in and reflection-on-action relevant here?
Asada	2004	A case study on the function of kounai ken for teachers' professional development in Japan	BERA Annual conference	Teachers do not express their own practical knowledge based on observed lessons and learn to create new practical knowledge through dialogue. Need a way to represent practical and tacit knowledge and to identify the kind of knowledge that could be focused upon as CPD. From here, Tadashi uses video and analysis but he does not appear to have examples of teacher voice except for Rieko's? She was so eloquent. (I have cited Rieko's wisdom in many of my papers).

Figure 19: The practice of 'mentoring' in Japanese education

Inoue, N., (2010), *Zen and the art of neriage; Facilitating consensus building in mathematics inquiry lessons through lesson study ...* This lesson study project highlights the potential for improving the quality of mathematical inquiry lessons using video-based, cross-cultural lesson study in non-Japanese contexts. This article concludes by calling for continued attempts to see how different groups of teachers

could plan and deliver mathematical inquiry lessons more effectively by incorporating *neriage* in different cultural contexts. Now that would be really useful as a basis for developing an inter-national video-on-demand system and incorporating research mentoring to help teachers elicit and share knowledge.

Inoue, N., and Rowell, L., (2010), *Empowering action research with East Asian epistemology*, a paper presented to the Collaborative Action Research Network Annual Conference, Cambridge, November 4-6, 2010; *cultural assumptions can favour and limit the practice of action research*. I agree with this. This article seems to suggest action research has *one* approach (but action research is a collection of approaches arising from what Day has called 'tribes'). Appreciative Inquiry would appear to correlate better with the notions of *kizuna*, *Omoi* and *Ba* that the presenters highlight as main characteristics of Japanese epistemology rather than the more linear, deductive and the confrontational western epistemology? Might it warrant trying it?

Should there be more of a focus on learning (and less on outcomes) in lessons? Co-planning and -teaching already occur within lesson study in Japan (Inoue, 2010). The goal is consensus by mutual knowledge creation & reflection so the teacher still stayed very much 'in control' *recognizing or dismissing models presented by some of the students* as others just observed? Is a more democratic approach to learning that favours the emergence of 'student voice' necessarily desirable? It has disadvantages as well. My experience is that students like the teacher to lead and too much emphasis on 'student voice' can disrupt the lesson's organization. It is a question of balancing.

Lewis et al's model (2009, page143), *Study curriculum and formulate goals; plan; conduct research lesson; reflect*. It's useful but what of *systematic* data collection? Fayard, P-M, (2003) Strategic Communities for Knowledge Creation; a western proposal for the Japanese concept of *Ba* ... What is a *Ba*, I wonder? For Ikujiro Nonaka, a *Ba* could be thought of as a *shared space for emerging relationships* so the challenge, it seems to me, might be this; How can one enable *kounai ken* to be developed more widely as a learning situation which is voluntary, involves a shared support and mutual respect? Is it possible to e-enable a *ba*? Could schools be linked between prefectures to share the *kounai ken* experiences more widely between them?

At present, Japanese schools are encouraged to develop autonomy and to create their own curriculum? *Kounai ken* and *Jyugyo kenkyu* (lesson study) originated when there was centralization and conformity was a core principle in Japanese education. If teachers collaborate and decide which one teacher will teach the research lesson is there scope for his/her creative teaching and judgment in the moment? Similarly if one teacher represents the school within *kounai ken* how far is this teacher individually accountable for his/her planning? How about if teachers agree on one area of the curriculum to be taught? Each teacher teaches in his or her own way and each lesson is video recorded. How about an action research cycle where there are two alternatives (or more) and after teaching teachers discuss the relative merits of each approach, discussion is videoed and transmitted to other schools where the same area of the curriculum runs? How about the prefectural teachers' centres like Tokorozawa? I wonder if teachers in different schools teach the same area of the National Curriculum in their own way. If so, then their teaching can become a focal point for discussion and creative interaction as well as a means to knowledge creation.

There is so much for me to think about here! I see much potential for developing research mentoring *with Japanese abilities* across regions in Japan by using web-based technology to help individual schools share their knowledge with others. When I visited a school in 2008 I am sure I was introduced to a research mentor who was responsible for teachers' ongoing professional development. I will ask Tadashi. If my memory is correct then I need to find out how the knowledge that he is facilitating in his school is being shared with other schools in the prefecture and if it is being cascaded to public schools (if this one was a 'laboratory' school). How could the excellent teaching in classrooms in Japan be shared more widely? On 06/23/11 Tadashi watched an excellent lesson in a school. What would it take to enable me to watch that lesson and be able to enjoy it from here in Bath? Could there be a simple iPlayer system with video streaming like UK's Teachers' TV service has been using?

8.3 How might research mentoring be extended in Japan?

These are some of my reflections as I have read these Japanese authors' accounts of research. What comes to my mind, as a linguist, is an excitement about learning about teaching and teacher education in Japan and exploring parallel and also very different perspectives about what is taking place in educational contexts. There is a feeling of frustration too as I realize that because I do not understand Japanese I cannot access much of the research that I want to and that could help me to develop my own practice and, more widely, teaching in schools in the UK. We could work on that in the future using web-based technology to assist us in translating academic papers.

I wonder if Japanese schools' involvement in kounai ken could be videoed and contribute to a library of experts' teaching, with commentaries and viewpoints also videoed from participants and observers the event as well non participants? My web-page about kounai ken presented at BERA's annual conference in 2005 was considered sufficiently useful as a basis for professional development by teachers and academics accessing the Gallery of web-pages using KEEP templates to be featured by the Carnegie Foundation for the Advancement of Teaching. Could this web-page be a model for how teachers and academics in Japan might represent accumulated knowledge elicited through dialogue around kounai ken? Obviously, I am well aware that Professor Tadashi Asada of Waseda University has already achieved a fine track record in using video to capture kounai ken and promote it as the basis for teachers' professional development and I value this greatly. What I would like to see is an extension of his work by teachers videoing their preparation for kounai ken, coaching and mentoring as peers alongside their colleagues from universities and neighbouring prefectures. I would like to see video archives of the discussions that arise from critical engagement with the video records of kounai ken. I wonder if these videos could be used as the basis for improving teaching and learning not just in Japan but internationally too? Could teachers in Japan and the UK research mentor one another? I believe that they could, although issues arising from a need to translate dialogue would need to be resolved. The translator function on MERLOT might assist here.

Empirical research about mentoring within Japan among people working in highly specialized professions including research designers and research analysts (Ono & Kato, 2003) confirms that mentoring is useful for career progression and that some mentors may go on to mentor others on the strength of their experience of mentoring. This is termed a 'succession role' where I would call it a 'generative' role because in

my model role succession is deliberate rather than incidental. The research findings align with previous studies that the content of mentoring provided varies according to the stage of the protégé's career. The findings align with my findings (but not with Mullen's 2006 model necessarily) that mentoring that incorporates psycho-social support is preferable and the report confirmed that 'those who received mentoring were more likely to obtain protégés.' (Page 8). Thus, if it is desirable for teachers to undertake research and if they are provided with research mentoring that incorporates psychosocial support, then these teachers are more likely to research mentor other teachers than those who are not provided with research mentoring. However, the types of mentoring subjects received and the mentoring they go on to provide to their protégés are not necessarily the same. The modeling of role behaviour was shown to be passed on (page 15), consistent. The report concludes that 'the more mentors an organization has, the more easily people are encouraged to develop their careers, which ultimately leads to organizational effectiveness. Producing good mentors should be essential for organizations. (Page 16). Thus, as Japan already realizes, if a nation wants its teachers to pursue research, research mentoring will be necessary.

8.4 Initiating and sustaining international research mentoring

Research by Darling et al, (2002), in America and in Japan was consistent with the assumption that mentoring relationships are relatively universal. (Page 265) This suggests to me that inter-national mentoring through the medium of the Internet. In Japan, individual differences between mentors and mentoring they provide is very important in determining the level of mentoring provided. This aligns with research by Asada (2012 – in press) that it is crucial for the beginning teacher to be accepted into the social group (*uchi*) of the mentor i.e. they need to be recognized as a teacher.

8.5 Conclusion

As Japan summons its enormous resources of intra-societal resilience in the wake of events in 2011, mentoring could make a major contribution to the regeneration of its economy and of communities affected by these disasters. I am inspired by the words of Professor Ikuta who emailed me about the editorial role that I have recently taken on for the International Journal in Mentoring and Coaching in Education (IJMCE):

Building on the breadth and depth of experience from collaborative professional development through lesson study and positive *kounai ken* experiences (some of which I have been privileged to take part in) mentoring could usefully proliferate in Japanese educational contexts. Conference papers that I have accessed suggest that mentoring is becoming usefully more widespread in initial teacher training. Would that my mastery of Japanese could allow me to engage with research reports that are written in Japanese! However, I can decipher from the references sections in papers presented by Japanese colleagues at the 2010 CARN Collaborative Action Research Conference that research is being undertaken by academics in Japan that is usefully informing development of teacher research. I look forward to learning more of this.

Chapter 9: Conclusions

9.0 Overview

This chapter concludes my self-study as an educational research mentor for teachers. My practice is *educational* because it engenders learning and enables the growth of research capacity in the profession among teachers who work in school classrooms. In this chapter I set out my claims to originality, explain my findings with regard to professional values, skills, knowledge and understandings that have been influenced by my research mentoring and I bring together evidence that I have enabled learning.

9.1 Claims to originality of my theory and practice of research mentoring

In this thesis I have presented evidence that I have created;

- * A model of self-study action research integrated with mentoring that assists teachers and university academics to collaborate in creating original knowledge.
- * A scholarship of 'generativity' that complements four identified by Boyer (1990).
- * A generative model of research mentoring that enables schoolteachers to become research mentors for one another and assist in promoting 'professional' practice.
- * An integration of visualisation and digital video technology that assists educators in understanding their practice as the basis for reflective enquiry and for improvements.
- * An account of my learning about my development as a professional educator and how it has related to my publications and presentations of my research since 1992.

9.2 Findings; values, skills, knowledge and understandings

The professional values, commitment, skills, understanding and knowledge developed during my career as a teacher, mentor and researcher are presented in this thesis as an offering to the global educational community. Through my practice and the theories applied to it and arising from it, I believe that teachers should be valued as knowledge creators. I steadfastly believe that the profession of teaching need teachers' learning to be held in regard alongside academics'. In this, the final chapter of my thesis, I can locate my evolving learning within developing my practice of research mentoring. In earlier chapters, I have sought to demonstrate how my conceptualization of research mentoring for teachers has evolved. From integrating sustained and rigorous enquiry into teachers' learning (and here I include my own) within mentoring and coaching, I have found ways of assisting teachers to elicit, represent and to disseminate their learning. I feel in no doubt that other, better ways, for these processes will emerge.

My ultimate aim is to enable our children to have opportunities to be happy and be valued as productive members of a supportive global society. The key to enabling this to occur is to assist teachers to be more reflective, creative and imaginative practitioners who can see beyond their own immediate educational context to contribute with passionate energy to educating future generations. Balancing the requirements of a curriculum alongside teaching with imagination and flare is not always easy. Working under financial duress is challenging but some of the best

professional practice in education arises from need. Returning to Winter's notion of 'improvisatory self-realisation', (1997), cited earlier in this thesis, we need to help teachers to share their professional insights into a process that enables students and themselves to learn. This is where I now locate my practice of research mentoring.

9.3 Benefits and problems in Educational Research Mentoring (ERM)

Potential benefits of ERM for CPD	Potential problems of ERM for CPD
Growth of knowledge about teaching and learning by teacher, student and academic researchers.	Viability depends on the personalities as well as experience and motivation of mentor & mentee.
ERM leads to a dynamic democratic relationship between those involved in research mentoring.	As a boundary activity between school and HEIs, both sides may reject the ERM relationship.
Knowledge created through ERM grows from practical applications within teaching contexts.	ERM is a labour intensive activity that can be overly demanding for everyone involved.
ERM enables a critical symbiosis of knowledge created through academic and teacher research.	Aiming for different goals in knowledge creation can lead to misunderstandings and tensions.
Knowledge created collaboratively is not bound by the 'disciplines' and can be interdisciplinary.	Where HE accreditation is sought, teachers' knowledge is 'gate-kept' by universities.
Preconceptions about 'mentoring' as CPD and teachers' research can be healthily challenged.	Teachers may not wish their research to be tested, critiqued and validated by other researchers.
Schoolteachers and university academics can develop research informed practice together.	ERM may nurture woolly ill-defined finding out which is loosely termed action research/enquiry.
ERM can encourage both micro and macro investigations of teaching and of learning.	Knowledge created by teacher researchers may not interest academic researchers & vice versa.
Integrated with web-based technology, ERM has the potential for global knowledge creation.	Technology may be regarded by teachers and by academics as a bolt on extra - to be avoided.
ERM can be managed face-to-face and virtually: synchronously or asynchronously as convenient.	Academic researchers may not have sufficient understanding of school teachers and teaching.
Teachers in school and tutors in universities can co-develop effective pedagogical techniques.	<i>Providing adequate opportunities for validation of knowledge elicited by self-study can be difficult.</i>

Figure 20: Benefits and problems in ERM

Often, teachers feel initially unsure about what they want to research and they can stray into being overly ambitious about outcomes. Educational Research Mentoring helps them to focus their attention on small manageable enquiries that can directly improve teaching and their students' learning in their schools. This extract from the Discussion Forum at <http://www.cfkeep.org> had profound implications especially for my development of KEEP Toolkit Case Studies. (Date: March 15, 2006 03:01PM)

I really like the new case study on your site. I learned a great deal about how teacher research works and can benefit classroom teachers-both those who create these digital representations as well as those who see them. Thank you, Sarah Fletcher, for your work. I will try to institute this (in a very small way) at my school. I can see how

this KEEP Toolkit can be used in this setting. I'll have to figure out how to make some high quality digital video because seeing classroom activity is truly effective for teacher development. I appreciate the case study ... it was inspiring.

9.4 Locating my research mentoring in relation to others' practice

In 1985, Judith Busch reported that of a sample of 1,088 professors in colleges and departments of education, about 25% reported that they had mentees. She pointed out that, prior to this survey, most research about mentoring had been in business and industry and tended to emphasise the benefits to the mentee. In this survey mentors were invited to offer their perspectives. Most mentioned seeing the career and intellectual growth of the mentee. *Some professors supported the comprehensiveness and mutuality dimensions, 'personal and professional support now and in the future* (a dimension that research training may provide but is not explicitly intended to). If we have known for twenty-five years that research mentoring is beneficial to mentors and to mentees, why is research mentoring not more widespread than it currently is?

Olmstead (1993) offered advice to Department Chairs on mentoring new faculty, highlighting their need for personal and professional support and emphasizing the investment that mentoring provides long term for a department as a whole. What she outlines is, however, far more an induction than a mentoring program and about efficient administration than giving individualised mentoring support. Usefully, though, she points out the function that a good research mentor can provide namely offering opportunities for the mentee to progress their career. This was what I had in mind when I invited teacher researchers to present with me at research conferences. Emma Kirby enthusiastically grasped opportunities to develop her own metaphor of research mentoring and compared it to having a coach alongside when you learn to swim. As you become more proficient, the coach leads you into deeper water and keeps an eye to ensure that you are safe. Donna and Rachele as well as Karen and Simon eagerly accepted opportunities I provided for them to present their research at BERA conferences and also for Becta (The British Educational Communications and Technology Agency). Judging by their self-study reports of these openings, this was a highly successful aspect of the research mentoring support, which I had provided.

My model of research mentoring, informed by literature on research mentoring in a different context from schools reminds me that creating career openings is important as is being engaged in a collaborative pursuit of research excellence. My experience as a research mentor to sometimes quite large groups (16+) of teachers learning to research in one schools is that 'a one size fits all' approach does not work. Mentoring needs to be structured and also tailored to individuals' needs. Mihkelson's model of research mentoring (1997) is based on a workshop approach with a facilitator on hand 'for exploring roles, reaching agreement on goals and developing understanding and trust' would have been useful for me. The model of mentoring she recommends relies on the use of e-mail, video-conference and teleconference to provide feedback and gentle pressure too. This accords with my experience of research mentoring teachers at Westwood St Thomas and Bitterne Park Schools. Email coupled to face-to-face mentoring was well received by teachers who commented on the effectiveness of e-mentoring provision in the reports that Bath Spa University required they complete.

While my research model resides in practice in schools, the model that Mullen (2006)

describes is similar in some key respects. She talks about a ‘dynamic reciprocal relationship between a mentor and protégé which can enhance the career development of both. I would agree about this aspect. However, one of the key differences is that she is describing an environment where there is likely to be a choice of research mentor and I am not. It seems likely that a research mentor who initiates generative research mentoring in school will act as the research mentor for all teachers who begin research. This can place a major burden on a research mentor who needs to be able to respond in an individualised way to each and every teacher research mentee. On the other hand, if the research mentor is sufficiently versatile and feels at ease in a school situation, this will be a most welcome challenge. That was my feeling. A further difference between the research mentoring model that I have developed which incorporates my model of mentoring (2000) is the personal as well as the professional dimension of the mentoring. Mullen’s model revolves around the building of research skills and not the (I would say ‘essential’) personal and pedagogical dimensions that, in my experience, teacher researcher mentees not only require, they do appreciate too. Mullen lists desirable qualities for the research mentee and this is useful but I would add another key quality; the need to recognise that any mentor is human *and fallible*.

Where teachers come together to learn, perhaps choosing a text or a video to reflect upon and discuss, there is potential for the kind of peer mentoring that Dale Lick has described in 2000. I watched this ‘co-reviewing’ at a school in Trowbridge, Wiltshire. I agree *the whole faculty study group approach allows for the creation of individual, team and school-wide mentoring and co-mentoring opportunities that provide new learning opportunities*. (Page 44) What he misses out or glosses over is the need for research mentoring expertise to underpin a peer research mentoring *process*. Mentors need mentoring too. Otherwise the likelihood is that the process will fade out in the first generation. There is another important aspect of teachers peer research mentoring one another and that is that all teachers would not make good research mentors while a good teacher research mentor benefits from a strong record as a teacher in schools.

In my experience as a mentor, novice researchers need personal *and* professional support and this poses the question, how might my web-based resources for teacher researchers offer the kind of personal support they say that they need and they appreciate? Embedding research mentoring alongside a contact through video-phone and SKYPE might be a way forward and returning to develop the video-mail that I developed using KEEP Toolkit technology another. Offering face-to-face contact by peer teacher researchers provides localized personal support that might be valuable.

9.5 Critical review of self-study as research

Bausmith & Barry (2001) call for ‘professional development generally’ to engage with the ‘insights gleaned from the extensive literature on teacher expertise that focuses on how well teachers understand the content that they teach and how well students understand that content’. In short, they call for recognition of the importance of ‘pedagogical content knowledge’. In their paper one word stands out and that is ‘yet’. They state (page 175) that Professional Learning Communities have been touted as an effective way to build on knowledge and skills of experienced teachers **yet** (my emphasis) much of the evidence base is derived from practitioners’ self reports. How should we interpret this word ‘yet’? For me, ‘yet’ carries a suggestion that practitioners’ self reports are not credible, are not ‘proper’ research and my belief

is that this bias undermines educational research itself. Properly supported through skilful research mentoring, I can see no reason why the self reports of practitioners cannot or should not count as ‘research’ so long as they are rigorous and systematic.

I would claim, on the contrary, that practitioners’ self reports, undertaken with an appropriate methodology, in a rigorous and systematic manner can offer unique and otherwise inaccessible insights into how pedagogical content knowledge is developed and applied by teachers in order to assist their students’ learning. This is not intended, in any way, to suggest that the research undertaken by academics on the development and application of pedagogical content knowledge is not valid too. Both approaches to enquiry are much needed and thus neither should be privileged. Where teachers shun academics’ research they are damaging Education at large in much the same way as when academics dismiss practitioners’ self reports on teaching. Teacher researchers and academics should engage in a *constructive* dialogue about pedagogical content knowledge in order to develop knowledge *between* them. In preparing this self-study there have been many dialogues between myself and my colleagues in schools and in universities. Without their perspective, my self-report would almost certainly be less accurate and less appropriate as a model for teacher research mentors to engage with.

Bausmith & Barry (2011) refer to Hiebert et al’s paper (2002) where they write that

There is no guarantee that the knowledge generated at local sites is correct or even useful. Teachers working together or a teacher working with his or her students might generate knowledge that turns out to undermine rather than improve teaching effectiveness, Local knowledge is immediate and concrete and almost always incomplete and sometimes blind and insular. (Bausmith & Barry, 2011, page 8)

However, just because this is a *self*-report this does not necessarily make it unreliable (and less valuable) as ‘research’. What I would say in response is this. University researchers do not *necessarily* have a deep understanding about teachers or about teaching. They do know about schools. Almost everyone does, but their perspective will be biased by their experience as a *pupil* and this may skew their perspectives about the different insights of a *teacher*. Schoolteachers, on the other hand, know about being a pupil as well as being a teacher so their perspective might possibly be less (rather than more) biased and because they know their environment better, they may be in a stronger position to select a subject to research as well as a research method to use. I would be very wary of limiting a teacher to a particular research method and there is a danger in research training that teachers will be expected to adopt a particular approach (which may not be suitable). If educators are to build a knowledge base then schoolteachers need to be in an informed position about which research method to use and my research suggests peer mentoring assists. Notice I use the term mentoring rather than coaching or instructing. From the basis of my research I conclude that teachers appreciate psychosocial support as well as the training of skills. They need support over a sustained period rather than a short training course.

What is encouraging, is that school-based enquiry and research are increasingly seen as making an important contribution to teachers’ self-evaluation, improvement and teachers’ professional learning. Engagement with research encourages practitioners to question, to explore and to develop their practice, making a significant contribution to improved teaching and learning. *In fostering a school culture where teachers examine*

and critique their own practice, research activity can be an important and integral element of continuing professional development.' (Handscomb & MacBeath, 2005, page 15).

9.6 A knowledge base for teachers' research

What Bausmith and Barry (op cit) apparently fail to recognize is that academics' research can also be 'incomplete and sometimes blind and insular' because academics who take on an 'objective' view may miss the insights that expert teachers could and potentially do communicate through their self reports. When I became a lecturer in 1994, I could not recognize much of what I knew as 'teaching' from departmental discussions about academics' research. Teacher knowledge was downplayed as craft knowledge and labelled 'parochial' because some academics undertaking research asked questions that evoked inadequate and partial answers from teachers about their pedagogical content knowledge. While I agree that a library of online lessons taught by expert (and not so expert) teachers is a very useful idea, there is nothing new about this. When I trained to become a teacher in the early 1970's, we already had such a library and our tutor encouraged us to engage critically with what we saw and linked it to a dialogue about academics' research about teaching. It seems I have her to thank for many of the insights and the strategies that have shaped the development of my research. The suggestion that there is a national database of videos of teaching is useful but, and it is a major 'but' it seems to ignore Lave & Wenger's research (1995) into the localized and also the context bound nature of learning in communities.

Rather than a library of lessons that holds externally developed, research based and standards-aligned examples of instruction my insights into my own practice would seem to suggest a better model. Obviously, this would to be piloted fully before being rolled out as policy for shared practice. In Japan as elsewhere, the population of expert teachers is nearing retirement. Where there are now falling birth rates, fewer teachers will be needed but it appears they will need wider and deeper expertise than their predecessors to deal with challenges that they face. The influence of global economic pressures as well as recent more localized but nonetheless devastating events coupled with the largely unregulated spread of influence through the media and internet is disrupting educational provision. A centralized 'this is good practice' library is a partial answer to the questions this poses. Far better, in my view, would be to enable teachers to become effective researchers, supported by expert research mentors (and research coaches) who can offer the kind of individualized support and challenge that evokes learning. In the short term academics are better placed to be research mentors to teachers but the teaching profession should be nurturing its own research mentors who can share their expertise to help practitioners of all degrees of experience to develop their pedagogical content knowledge (Shulman, 1986).

Using a library of videoed lessons, it would be better to embed these in research by teachers *and* academics working alongside one another to create knowledge. Rather than starting from 'a problem' that can limit expectations and turn into 'problem solving' it is preferable to start from an appreciation of good practice that already exists as a basis for development of the profession. Given the way that teachers and students in pilot forays have embraced the practice of using web-based technology and more precisely web-based templates to help them to elicit, represent and disseminate their knowledge I recommend this as the way to proceed. Teachers need

to learn how to undertake systematic, informed and reliable research that yields data that can be synthesized to create evidence that can be validated by schoolteachers as well as by academics who research the practice of teaching and its emergent theories.

My presentation to the Teacher Learning Academy (2009) was examined under stringent conditions by a panel of academics and of practitioners. Hazel Hagger, (honorary research fellow, University of Oxford), is widely recognized as being one of the leading academic researchers in teacher education and mentoring and Lesley Saunders' research expertise is in the area of teachers' professional development, school improvement and self-evaluation, and the management of systemic educational change. As the senior policy adviser at the General Teaching Council for England, she designed and implemented the Teaching Council's research strategy, and she was the principal research officer at the National Foundation for Educational Research. My work was awarded the highest available level of recognition by the panel at the TLA, which included Hazel Hagger and Leslie Saunders. I therefore feel it is appropriate to say that it has been fully peer validated as my contribution to educational knowledge.

This, in itself, represents a resource of the kind that Hiebert et al have called for and it shows how research by a practitioner educator could be 'systematised' (Snow, 2000) I would not claim that this is the 'only' way to represent knowledge about education nor that my own is the 'best' way to research mentor teachers. Within the limitations of my practice, I would claim that it offers a potential way to enable novice and expert, academic and teacher researchers to work together to generate knowledge about teaching and generate future research mentoring. Web-based accounts of research into mentoring for initial teacher training and other 'snapshots' of my work have been found useful by teacher and academic researchers judging by the Gallery Feature of them on the Carnegie Foundation for the Advancement of Teaching site.

Undoubtedly, the most convincing evidence that I can offer that teacher research that has been mentored towards completion is the library of research accounts by the teachers from Bitterne Park School at <http://www.TeacherResearch.net> and the video accounts of their own experience of research mentoring presented at research conferences including those organized by BERA and the NTRP/DfES. Bausmith & Barry (2011) conclude their recent plea for a library of good practice videos with a justification that in 'these challenging economic times' a video library is the 'most prudent way to grow and maintain a quality teaching staff'. While I welcome the notion of a video library I feel some concern that education is returning to technical rationality (Schön, 1983) and the mindset that "one size fits all" in educational provision that has proved of little use in raising let alone maintaining standards. What we need, as a profession, is a way of enabling teachers to communicate their knowledge in their own voices, yet also in a form that can be engaged with via *educational* dialogue with academics-as-researchers. I believe that academics should research their own practice alongside teachers. For this to come about, they need to learn to ask questions and use strategies that elicit experts' and novices' knowledge.

With a global financial squeeze, Bausmith & Barry (op cit) are correct saying we need a low cost route to enable insights into expert pedagogical content knowledge and the MERLOT system can provide this. The templates supplied are already in formats that enable educators to share their learning and they are cost free to use. Video, audio and image can be uploaded by users and the content of templates is as

easy to upload as sending email with an attachment. Added to that, MERLOT provides examples of how their system is now used by educators internationally. Despite occasional initial reticence during workshops that I have run, I have found that teachers and students in schools have easily and eagerly mastered the use of these web-based templates in a matter of minutes. Furthermore, BERA's e-seminars where I have assisted practitioners to learn to use MERLOT templates have been successful.

9.7 How desirable is research *training* for teachers?

Handscombe & MacBeath (2005, page 21) put forward a case for teachers having an entitlement to 'research training'. I agree that teachers can usefully learn how to research their practice. However, the provision of research training without mentoring is unlikely to result in enhancing quality of teaching and learning in school contexts. Initiatives to enable all teachers in state schools in England to be 'computer literate' in the 1980s, were a spectacularly expensive disaster. Even supposing that sufficient money could be found to finance research training for all teachers, who would have provided essential ICT follow up for the workshops for teachers? With an increasing pressure on lecturing staff in universities, tutors are unlikely to have time to run face-to-face sessions. Using web-based technology would assist and, with this in mind, I have created a suite of web-based research mentoring resources (but teachers need to be research mentored in order to research mentor their peers). For *generative* research mentoring to occur to increase teachers' capacity to be research mentors, evidence from my research shows that teacher research mentors will benefit from support from outside the school, at least to start with. Thus an external research mentor can offer opportunities for networking between schools and public presentations of research.

9.8 My evolving model of research mentoring

My agenda for research is to investigate how my web-based resources might be used and useful with teachers in schools with whom I do not have face-to-face contact. I have already shown that mentoring communication by email works. There is also a need for me to understand how research mentoring is already assisting graduate students in faculty and teachers' professional development in schools and whether the practice of research mentoring exists internationally under another descriptor? Taking mentoring to include coaching and basing my model of research mentoring on the model of learning for the Scottish Standard for Initial Teacher Education, I have not been able to identify it elsewhere as yet. The literature base relating to research mentoring is surprisingly scant given a need to induct novice researchers into research. It seems that passing on various skills and research techniques is considered sufficient and yet the evidence from my research among teachers from my pilot study at Bitterne Park School, suggests this activity, of itself, will not prove to be sufficient.

9.9 Case studies

Case Study One: Emma Kirby

Emma Kirby was a member of my cohort of PGCE Modern Languages students at the University of Bath, who studied action research in their one-year programme. At the end of her PGCE year she undertook study towards her MA, encouraging her pupils to learn action research techniques. She co-presented on mentoring as collaborative

action enquiry at BERA 2005 with me. She continued MA level study with me in action research and mentoring and, in 2004, she transferred to Bath Spa University. She attributed her promotion, after just three years of teaching to Advanced Skills status, to studying action research. She became a mentor for the newly qualified and more experienced staff at Hanham High School. Bath Spa appointed her to become an Affiliated Field Tutor for Bath Spa University and by summer 2006 she was tutoring an MA level module coaching that integrated with action research. Evidence of our collaborative work within mentoring integrated with action research can be accessed at <http://www.cfkeep.org/html/snapshot.php?id=28415937> and also Appendix One.

Case Study Two: Donna Chipping and Rachele Morse

Donna Chipping and Rachele Morse were members of the teacher research group at Bitterne Park School, Southampton who piloted the TT500 MAR module mentoring with Action Research that I tutored for Bath Spa University. They used KEEP Toolkit templates to represent their knowledge and in October 2005 co-presented at a BERA Practitioner Researcher Conference at Liverpool Hope University. Extracts of their research and reproduction of their web-pages are in Appendix One. After their initial MA module both teachers co-researched with students in their classrooms. In March 2006, Donna and Rachele were selected by the National Teacher Research Panel and sponsored by the DfES to present at the NTRP national conference. An overview of their work is located at <http://www.cfkeep.org/html/snapshot.php?id=53600144995004>

Case Study Three: Karen Riding

Karen Collins was a member of the Westwood St Thomas Teacher Research Group that co-tutored by Sarah Fletcher and Jack Whitehead in 2000-1, where she focused on supporting students' research. She studied an MA module in mentoring integrated with action research for staff development and gained BPRS funding from the DfES in 2003. She also won research funding from Wiltshire LEA and for both schemes, she nominated me as her research mentor. After she successfully completed her MA dissertation at the University of Bath in 2004, she asked me to 'train' several of her pupils in year 7 in action research. Finding two of the student researchers, now in year 12, who had worked with Karen at Westwood St Thomas School (prior to her transfer to Bishop Wordsworth's, I worked with Karen and these boys to establish a student researcher group. The year 12 students mentored the year 7 pupils in action research while they were research mentored by me and also supported by their teacher, Karen Their work is accessible at <http://www.cfkeep.org/html/gallery.php?id=4578972491043>

During 2005-6 the pupils began to research mentor other students in their own school and in July 2006 Karen and I bid for Arts Council/CARAUk funding to continue our collaboration with the student researchers. Details of my work are in Appendix One).

Case Study Four: Tony Kelly

Tony Kelly was a mentor for my PGCE students at a school in Trowbridge, Wiltshire. He applied for BPRS and research and development funding from Wiltshire LEA and he nominated me to be his research mentor. Details of his research are accessible at <http://www.TeacherResearch.net> He founded a communal mentoring group in school, which was a ground breaking step as he wanted mentors to focus upon their *strengths*.

9.10 What qualities does a mentor need?

The likelihood is that a research mentor appointed to a school would hold a middle management or senior position and therefore the qualities of a mentor as a leader will be important. Thus, the generic qualities for a mentor that Rowley, (1989), identifies are likely to be useful in terms of the range of qualities a research mentor would need.

A good mentor should be

- committed to the role of mentoring
- accepting of the mentee
- skilled at providing instructional support
- effective in different interpersonal contexts
- model of a continuous learner
- communicates hope and optimism

As a research mentor, there are occasions when one needs to *coach*, so it would seem to be worthwhile examining qualities that characterise a successful *leadership coach*.

Qualities of an educational leadership coach

Robertson, (2009), suggest that a leadership coach should be

- a facilitator who can sustain coaching processes and someone who is...
- genuinely committed to coach
- truly interested in their coachee
- able to model how to coach effectively
- able to assist a coachee in pacing effectively
- able to understand learning and how to motivate
- knowledgeable in the theory and practice of education
- knowledgeable about potentially useful resources
- well organised and can assist a coachee to become so
- not arrogant or complacent about what they are able to do
- able to understand and organise groups that can function effectively
- a skilled observer and note taker
- able to engage in critical discussion
- a confident(e)
- an advocate

9.11 What qualities does a research mentor need?

If we start combining the qualities for a good mentor and a good leadership coach we already seem to be constructing a superman or woman. Considering that 'research' mentoring has been prevalent in schools since the BPRS awards, it is surprising that it is difficult to identify a particular set of qualities in literature about teachers' research.

In the end, I had to resort to searching a database for medical practitioners to find out about the kinds of qualities likely to characterise a successful medical research mentor

What qualities does a research mentor need?

According to Kjeldsen, (2006), a proficient mentor is a ‘must’ when starting up in research and he or she should be

- an experienced and trusted supervisor or counsellor
- someone a mentee can trust
- someone you can discuss all aspects of your professional life with
- someone who can introduce you to crucial points in your field of research
- someone who can help you identify research that is similar to your own
- someone with whom you share substantial points of interest
- someone who can identify appropriate research in English research journals
- someone with a stable or increasing publication rate who is keen to publish
- someone with a substantial publications record, preferably in high ranking journals
- someone with the right ‘chemistry’ to work with you
- someone who is willing and able to devote time to mentor you
- someone who is willing to offer you mentoring as an apprenticeship

I have extracted the kind of qualities that appear to be recommended and represented them in **Figure 21** to enable identification of various emerging patterns of behaviour.

Non directional coach	Directional coach	Academic	Teacher	Mentor (personal and professional)	Offers generative potential enabling research mentees to become research mentors.	Co-enquirer
	*	*		*		

Figure 21: Desirable behaviour patterns for mentors/coaches

Emma Kirby

If we take one of my student’s descriptions of the qualities she perceives that I embody, I can look at reports by others who have worked with me and see how far they coincide. Under each testimonial by my mentees, I analyse their perceptions in terms of the same behaviour patterns identified in Figure 21 (in others’ publications).

Your role has always been one of a supportive mentor but has moved on to a sort of co-researcher. I want to give you credit for having a role in my research though you weren’t there all of the time – but without you I probably wouldn’t have been able to do it. I think you’re a good listener and you create opportunities for me to talk, and then carefully, without trying to give answers, you try to draw ideas out of me using particular questions. Sometimes you will make suggestions without necessarily believing that they are the best way forward, more a way of triggering something within me to come up with a more suitable suggestion. You are giving me ideas and I am thinking, ‘How could I adapt that to my situation?’ You are saying this happens at (x) school...

You seem to advise me but not in an instructive way. It's not 'Do this!' You are able to build my confidence by using praise and you are always full of energy and enthusiasm about your job. You are passionate about teaching and learning and you infect your mentees with the same enthusiasm. Very importantly, you are honest and that is essential... You are a teacher, researcher and mentor and there is something else – a research mentor. I see you draw on your experience as a classroom teacher as a research mentor too... (2002)

Non directional coach	Directional coach	Academic	Teacher	Mentor (personal and professional)	Offers generative potential so research mentee can become a research mentor	Co-enquirer
*	*	*	*	*	*	*

Figure 22: Observed research mentoring behaviour (case study 1)

Catherine Meacher

Before Sarah Fletcher approached me early in 2001 with the offer to submit a bid for a Best Practice Research Scholarship, I would have joined the many teachers who would argue that we are more likely to be treated as subjects of studies rather than acting as researchers,. Sarah made me aware of how vitally important teacher research is... Sarah explained how it is paramount that teachers seek a deeper understanding of factors influencing their work, the dynamics that make up their daily interactions with pupils and that they continuously strive to improve classroom practice. I chose to undertake action research to help me live out my professional values. I wanted to understand myself more as a teacher..

The mentoring process really began in May 2001... Sarah encouraged me by both providing examples of other action research conducted by teachers and reassuring me that an action research enquiry would form an integral part of my daily classroom practice. Sarah insisted that all teachers can carry out research. What separates action research from everyday teaching and learning is that research is shared, systematised and validated. Sarah encouraged me to reflect critically on my own practice, share any concerns that I had and assisted me to establish a focus for my research. Sarah proposed that I think about my research by asking myself the following questions;

- *What is in it for me?*
- *What really matters to me most and why?*
- *What do I want the students to learn?*
- *What could you/the students do with... including the broader implications for the whole school and the community?*
- *How will your research be shared and who with?*
- *How will your enquiry impact on the whole school and the wider community?*
- *How will you share your work with your colleagues/whole staff/community?*

Throughout the entire session, Sarah put ideas to me but was careful not to give me definite solutions. She used vocabulary such as What if.? How..? What is sometimes

really nice is... as well as *What I can see you doing is...* and in fact even quizzed me as to whether I felt she was giving me solutions or not. We also considered my professional values and whether I was being the teacher I wanted to be... After having established a plan of action for my enquiry, Sarah asked me what I and the students would be doing at each stage...she encouraged me to systematise the processes that all participants would be involved in. She made me feel confident both of the path that my research would follow and my ability to carry out action research. Sarah has provided me with the opportunity to speak about my BPRS and action research on two occasions. As my action research mentor, Sarah has been and continues to be a wonderful source of enthusiasm and energy. She is incredibly positive and full of praise. Sarah's willingness to be involved in the work of others is a real source of inspiration. What was most flattering by the end of our mentor session was that Sarah suggested that I might be able to mentor action researchers in the future...

Non directional coach	Directional coach	Academic	Teacher	Mentor (personal and professional)	Offers generative potential so research mentee can become a research mentor	Co-enquirer
*	*	*	*	*	*	*

Figure 23: Observed research mentoring behaviour (case study 2)

Ruth (PGCE student, 2000)

What does my self-study account of my research mentoring suggest about how I perceive my own practice as a research mentor for novice teacher researchers? This is an analysis of the presentation I made in 2000 at Kobe University about my involvement in ITE:

Sarah: I am going to give you a short clip of a trainee teacher. This comes immediately after a lesson she has just taught. Now it comes part way through the action research cycle. She has had some concerns and she has already imagined some strategies and she has just taught a lesson where she has tried out some of these strategies that she is thinking about and discussing with other teachers. I want to open up conversation with her... I don't want to tell her solutions she has come to in her lesson... I want them to come from her, so I don't have to... I ask her 'What would you like me to do?' I invite her to tell me... 'I am your mentor. How would you like me to start? You are in control, not me. Do you want me to tell you what I thought? I am an expert teacher but not the teacher who taught that lesson. You are the expert, so you tell me...'

She says 'I got it wrong' ... My job as her mentor here is to say 'No, not wrong. I am looking at it differently from you' and 'wrong' is as if I close the door and if I leave it there I am missing an opportunity for her to explain... My job as a mentor is to mirror to her what I can see from a slightly different perspective, because together we will have more of a picture of what actually happened in class. I can give her something else to reflect on... (Extract from a video of Ruth during teaching practice).

Non	Directional	Academic	Teacher	Mentor	Offers generative	Co-
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directional coach	coach			(personal and professional)	potential so research mentee can become a research mentor	enquirer
*		*	*	*		*

Figure 24: Observed behaviour patterns (case study 3)

Tony Kelly

You draw what I have in my head out of me, by asking questions. This enables me to put my thoughts into words. You also recommend readings to me and these help me to reflect and develop my ideas. Having been a teacher, you understand what it means to work in school, the shortage of time above all. I know that you value my research and that motivates me. (Extract from a video-ed session where I research mentored Tony).

Non directional coach	Directional coach	Academic	Teacher	Mentor (personal and professional)	Offers generative potential so research mentee can become a research mentor	Co-enquirer
*		*	*	*		

Figure 25: Observed research mentoring behaviour (case study 4)

In brief, an educational research mentor not only works in education contexts, their practice has to be actively *educational*. They need to be able to coach skills as well as be a mentor in a *holistic* sense. They need to be able motivate not just individuals but also groups and they need sufficient insider knowledge to be able to understand the language that teachers use and what it means in its *context* as well as in the *culture* in which they work. Being a research skills instructor is not commensurate with being an educational research mentor unless the instructor has other qualities I have identified. Certainly, in my experience, a research mentor needs to be able to appreciate the very individualized needs of a research mentee. It may be that an effective research mentor emerges less through training than through a combination of training *and* an aptitude for mentoring. When I reflect on the description that Jack Whitehead offered about my qualities, I am unsure how far (if they are accurate) they result from learning and how far from personality as a family trait in combination with learned behaviour:

I think you have a gift for relating in a way which liberates the other's creative spirit without any sense that the other's integrity or sense of identity is under threat. I find myself thinking of these qualities in your relationships as aesthetic in the sense that they are the qualities which are brought into play as individuals give a form to their own lives, as they explore for themselves and with others the possibilities which life itself permits.

I also think you have very powerful gifts of analysis. Because of your depth of thinking and analysis in fulfilling the dictum, Educator know Thyself, I think you can reflect back to others, in a way which takes their learning forward, their spiritual, aesthetic, ethical cognitive, political, economic, emotional and other selves.' (Signed Jack and dated 9 July 1999)

Of course, Jack could have been mistaken. I hope that he was not. These affirmative comments strongly influenced my professional development as a mentor. If I am able to inspire others to learn and sufficiently knowledgeable to assist teachers, like Rieko Iwahama to undertake research then I have a basis from which to improve my work. When I asked Rieko, in March 2003, about why she wanted to do research she said,

My aim is not to do research but to develop the education of children. I need to do research to help me improve my teaching. When I explain my practice I can reflect on my thoughts and so I can understand children more. I find her words so inspirational.

9.12 Conclusion

Teachers need to be aware that there are many quite *distinct* approaches to action research, including Appreciative Inquiry. I have become increasingly convinced that an AI 4D approach (Cooperrider & Srivastara, 1987) is useful for mentoring teacher researchers. This standpoint is endorsed by Pask & Joy (2007, page 212), who point out that there is a remarkable congruence between stages in mentoring and the 4-Ds of Appreciative Inquiry phases. Research mentoring practice incorporating an AI approach *does* substantively support generative processes within teacher research.

Educational research mentoring is a two way nurturing process that can assist both parties to become supportively and critically engaged with one another's research. It can provide the missing link between two distinct research populations who rarely collaborate as *equals* within knowledge creation but who share common purposes. Educational research mentoring is distinct from other forms of research mentoring that are found, for example, in undergraduate programmes in universities because it does not rely solely on transmission of pre-determined training information about research methods. Rather, it offers potential for new methods of data collection and their analysis to emerge. ERM can promote creative collaboration between school-teacher and university-teacher researchers, working together as experts. Teachers' expertise in the classroom enables them to define suitable research approaches and university researchers' expertise enables them to define the kind of approach to use.

Research mentors work alongside teachers enabling them to do their own research. They help them to draw out teachers' understandings about what happens in their classrooms and to create new knowledge. They do not create knowledge *for* them, though they may act as a sounding board for new ideas. They assist teachers in articulating the process and outcomes of on-going enquiry by encouraging them to explore networks of connected and previously unconnected thoughts in a generative way. They join the teacher researcher in enquiry, often not knowing the answers to the questions they ask, but sometimes 'knowing' when they wish to initiate new thought pathways. They listen intently and move enquiry on by asking targeted questions, and signposting thoughts: *So, by this you mean...? Thus, that leads you to believe..?*, by mirroring back utterances for re-consideration, as well as encouraging and enabling access to other (appropriate) sources of knowledge like contacts with teachers working in other schools, research literature on similarly focused enquiry.

There is still a shortfall of understanding about how teachers enable learning in their classrooms. This situation is aggravated by reticence many teachers feel in expressing what they know and how they interact with pupils. In a climate of accountability and measuring outcomes process, learning is taken to mean achieving 'pre-determined'

ends and not (as it should be) something that can arise from the creative interactions. We know that peer research mentoring motivates teachers to research their practice. We have only to listen to the teachers from Bitterne Park to realize how valuable research mentoring relationships have been for their learning. What we need to do now is to enable teachers to elicit, represent and disseminate their learning globally. There is more difference it seems to me, between teaching different subjects in one school than in planning, teaching and evaluations of learning in lessons in different countries. Taking an Affirmative Inquiry approach we would appreciate how much we have in common as teachers and knowledge creators in schools and universities. We already know research mentoring enables teachers' professional development. We need to be willing to invest in global Education by increasing research capacity across the profession of teaching so teachers can learn from one another's research. Using multi-media embedded in web-based templates such as those from MERLOT we need not be restricted to researching our practice in isolation. We can share video through the internet and engage critically and appreciatively with educators' practice internationally. Synchronous (and asynchronous) research mentoring could be made available and the resources that I have been creating using MERLOT are just a start.

Starting from AI's 4Ds, *dreaming*, *discovering* and *designing* how elicit learning to improve teaching, academic and teacher researchers need to *deliver* the potential opportunities for constructive critique and dialogue with the goal of better teaching. At present, AI's language is bound up in 'business-speak' and its approaches need adapting for applications in Education, Nevertheless, it is my belief that it can offer educators a framework that elicits creativity and an enactment of visionary response, which the problem solving approach that has all too often become synonymous with action research undertaken by teachers fails to do. Empowering teachers to co-create knowledge to improve teaching is clearly an outcome worthy of research mentoring. How do educators understand more about research mentoring? Self study is one way.

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Appendix One: Selected web-pages

Gallery Feature, Fletcher, S., *Educational Research Mentoring in School-based contexts*, Carnegie Foundation for the Advancement of Teaching

Fletcher, S., *Representing Teachers' Knowledge* (NCSL funded project)

Fletcher, S., *Generativity in Educational Research Mentoring* (CARA funded project)

Initial Teacher Education, coach-mentoring (3 web-pages)

- Fletcher, S., *Supporting and Sustaining Professional Mentoring in ITT Contexts*
- Fletcher, S., *The Process of Professional Mentoring in Initial Teacher Training*
- Fletcher, S., *Professional Mentoring for Developing Trainee Teachers' Competence*

Integrating mentoring and action research into kounai ken (BERA presentation, 2005)

Eliciting Knowledge, Bitterne Park School, Southampton (7 web-pages)

- Fletcher, S., *Wednesday 11 May 2005* (week one session)
- Fletcher, S., *Wednesday 18 May 2005* (week two session)
- Fletcher, S., *Spidergrams: Research Mentoring*
- Chipping, D., *Work Based Mentoring and Action Research*
- Morse, R., *Freeing the Imagination*
- Austin, K., *How can I improve challenge through different media for Year 7 history?*
- Stevens, S., *How can I use multiple intelligences to better the teaching and learning in a particular Year 10 Class?*

Fletcher, S., *Recording and Sharing Impact Evidence of Teachers' Research as Continuing Professional Development*

Fletcher, S., *TLA Stage 4 Presentation Site Map* (showing links to web-pages and web-sites)

Fletcher, S., *The Research Mentor of Bath's Professional Learning Journey to TLA Stage 4 Recognition*, showing links to web-sites, web-pages & documents about my learning journey.

Fletcher, S., *The Landscape Where my Journey flows towards TLA Stage 4 Recognition*, showing links to web-sites, web-pages & documents about my learning journey.

Fletcher, S., *The Mentor of Bath's Published Resource for Teachers-as-Learners*, TLA Stage 4 Award, showing links to web-sites, web-pages & documents about my learning journey.

Fletcher, S., <http://www.TeacherResearch.net> Homepage of my website accessed 12/29/11

search

Go

KEEP Case Studies: Educational Research Mentoring

Home ▶ Case Studies ▶ KEEP Toolkit Case Studies ▶ Educational Research Mentoring in School-Based Contexts

Educational Research Mentoring in School-Based Contexts

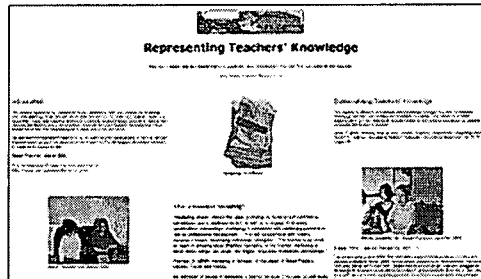
Sarah Fletcher, Bath Spa University, UK

Sarah Fletcher is the Coordinator for Mentoring, Coaching and Induction at Bath Spa University, UK, and works with secondary and primary school teachers and students in many schools, including those in Japan and across the United Kingdom. She guides academic researchers and many teachers and students in schools through a process of 'Educational Research Mentoring' to help them elicit, engage with and represent their collaborative knowledge. This is scholarship that emerges through teaching, learning, and collaboration.

She sees 'Educational Research Mentoring' as one way of many to complement and enhance how educational researchers, students and teachers can learn together as they develop classroom teaching. Sarah advocates school-based research by teachers as a way to teacher development in her website TeacherResearch.net. She explains the process of teacher research and of mentoring this kind of research with teachers. In this website, she shares her work and the work of several teachers as well as explains that the role of educational research mentoring is being recognized increasingly as a means for helping teachers to undertake inquiries about improving teaching and learning in their own classroom.

Sarah's first snapshot entitled 'Representing Teachers' Knowledge,' which was sponsored by the NCSL (National College of School Leadership), shares the educational mentoring relationship between Sarah Fletcher and Emma Kirby, which started in 2000.

In 2004, Sarah began using the KEEP toolkit to model how academic researchers, teachers and students can collaborate through inquiry. She chose the tool because 'snapshots' offered a user-friendly and attractive form of representation. They also addressed a few concerns she has had about sharing classroom research. Sarah explained that it had been difficult to represent teachers' knowledge so that it could build on the work of others. It also had been difficult to capture and represent the experience of the classroom. At one point, Sarah therefore complemented such reports with photography but still wanted something that would be more "multi-dimensional."



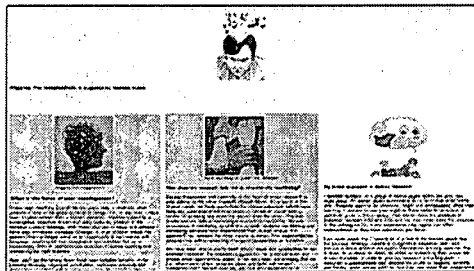
Since 2004, Sarah has found that the snapshots have supported teachers' inquiries and made findings public, thereby producing knowledge about teaching and learning for other teachers and researchers to build upon.

Read her story, in her voice, below:

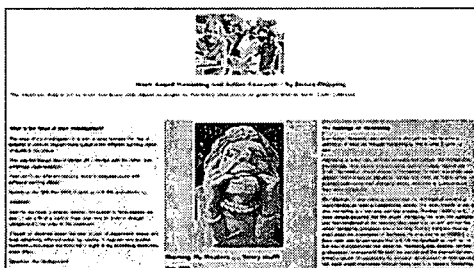
Capturing the Vitality and Creativity of Teaching in 3D

Taking as a starting point a notion that digital representations would enable teacher-researchers to share richer, contextualized understandings of their work, I tried several templates, which were freely available for digital representation, including the KEEP Toolkit. I eventually selected a KEEP Toolkit Project Template that I saw used by teacher researchers at the International Conference for Teacher Researchers in 2004, mainly because the enthusiasm among the users of the Toolkit at that conference was infectious!

I created my first draft snapshot in 12 hours and was delighted that it allowed me to capture teaching moments in 3D through the interaction between the layers of text, video, images, and audio.



Since 2004, I have introduced this tool to many teachers and students as a means for communicating their research in learning. Currently, I am working with over 30 teacher-researchers and also many student-researchers who are developing their Snapshots. My excitement lies in seeing how each brings his or her choices and values into how they represent knowledge. Although my preferred format for representing images, video and text is in columns, the Gallery of Teaching and Learning has provided an inspiring selection for teachers introduced to the concept of representing their teaching. Using some of these examples as guides, teachers have become increasingly adventurous in linking pages from their students as well as Critical Thinking Scaffolds into the 'snapshots' they create. Through their eyes the wider educational research community can have insights into the process of teaching and learning in schools, a privileged view that few otherwise attain.



Subject Areas

- Arts
- Business
- Humanities
- Mathematics & Statistics
- Science & Technology
- Social Sciences

Carnegie Collections

- CID
- CASTL HE
- CASTL K-12
- Inside Teaching
- Integrative Learning Project
- Windows on Learning
- Inside Writing Workshop

Archives

- Exhibitions
- KEEP Case Studies
- Partnerships

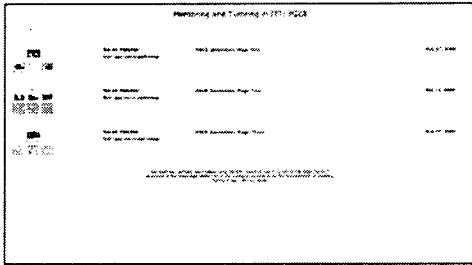
KEEP Toolkit snapshots are an easily accessible resource for conference presentations, research workshops, and school workshops.

At the British Education Research Association meeting in August of 2005, the KEEP gallery facility enabled effective presentation of research by students with a teacher at the Bishop Wordsworth School, Salisbury.

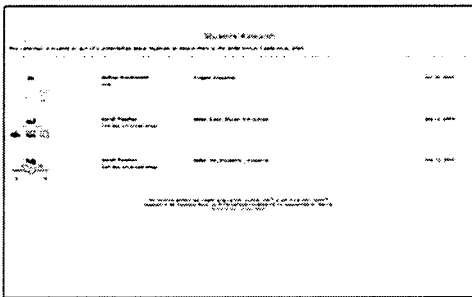
In research workshops the presenter can build up a 'snapshot' as he or she interacts with the group giving a feeling of shared learning and ownership.

School workshops on using the KEEP Toolkit are increasingly reflecting the generative impact of educational research mentoring. Teachers who learnt to develop their own templates and snapshots alongside me are supporting one another as peer research mentors.

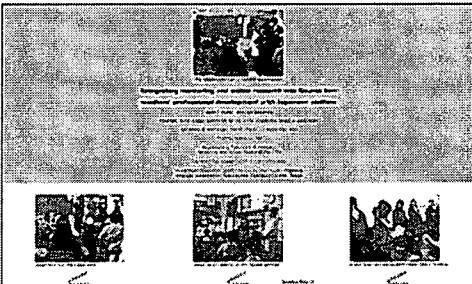
I have found the tool very useful for facilitating teachers' sharing of their work. Templates are so simple to use and adapt and teachers like the fact that they can be kept private until they are ready for their "Grand Public Launch!" During busy school days, some teachers at Bitterne Park School in Southampton report how they can dive into the ICT room for a few minutes between lessons to log in the latest insight into their own research, knowing it will be safely stored for later development. Instead of sending large .doc files as attachments to one another teachers at Westwood S. Thomas School in Salisbury can send round just a URL of their snapshots on their own Yahoo discussion group.



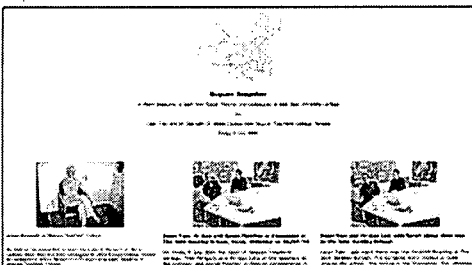
My Gallery of Student Research and Gallery of Mentoring in ITT has enabled me to show how theories arising from practice in school and researched practice in academic and professional literature can be integrated and enriching for one another. The Gallery of Student research, for example, explicates how students undertook their own research into the presentation of lesson objectives by their teacher. Alongside this practical study of their own KEEP snapshot, there is a webpage devoted to the research field of "students as researchers" with a personal account of a research mentor assisting students.



Of my many KEEP Toolkit snapshots (and my KEEP dashboard is growing exponentially now!) my favourite is about "Kounai-ken." This is in-service professional development experience for teachers in Japan and was created for a conference presentation in 2005. At conferences like this, not only can I tell an audience about the theoretical side of teachers' development, I can "bring them into the class" using a clip of video and point out the different sections of KEEP snapshots that might challenge their assumptions.

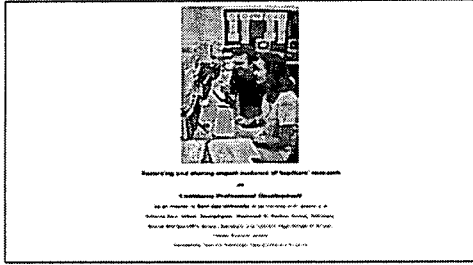


Potential for sharing educational research globally is enormous and the snapshot depicting practitioner research in Guyuan, China, illustrates this as it links teachers' action enquiry, research mentoring and a school visit:



Perhaps the most satisfying aspect of using KEEP Toolkit templates is their capacity to enable researchers to show evidence of their impact. This is surely what Ernest Boyer was driving at when he described the Scholarship of Teaching. Undertaking enquiry in school is all very well but unless practitioners can share the impact as well as the methodology of their research much of the value of school-based research stays unseen. Still at an experimental stage one of my latest snapshots represents impact evidence of teacher researchers acquiring using digital technology. Teachers talk about how and why their research matters to them and how it is

adding value to educational opportunities they can offer to students. Moving away from, but not replacing more traditional survey methods, the 'Talking Heads' approach has a candour and a spontaneity that appeals.



Download "Mentoring for Leadership" Mentoring for Leadership

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Representing Teachers' Knowledge

How can I assist teacher-researchers to explicate their knowledge? You can find out some of the ways at:

<http://www.TeacherResearch.net>

Introduction

This portfolio represents my professional values, professional skills and professional knowledge and understandings as an educator which have evolved over my career as a teacher, mentor and researcher. I have been assisting teachers to undertake classroom-based research to improve their teaching and learning and in this snapshot I explicate the action research mentoring that I have shared with Emma Kirby and colleagues in Japan over a five year period.

I am grateful to the Innovations Unit at the NCSL for sponsoring this representation of our work. I am also indebted to the Carnegie Foundation for the use of their KEEP toolkit template which I have used here to enable me to organise my data.

Sarah Fletcher, March 2005

The Scholarship of Teaching and Learning at

<http://www.carnegiefoundation.org/kml>



Sarah Fletcher and Emma Kirby

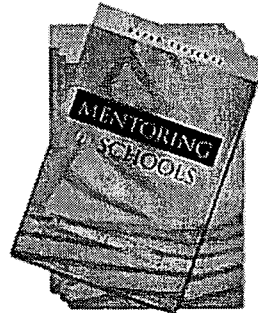
Action Research Mentoring: NCSL Innovations Unit Hot Seat debate 24/09/04

* How can we excite teachers to the idea of researching their own teaching and their own and their students' learning as an integral part of their professionalism?

* How can we create an on-line community of action research mentors who will assist teachers as leaders in learning in researching (and thereby improving) their practice?

* How can we develop some tools for learning-through-research that will enable teachers to access and use others' educational research?

National College for School Leadership



Mentoring in Schools

What is Research Mentoring?

"Mentoring should unblock the ways to change by building self-confidence, self-esteem and a readiness to act, as well as to engage in on-going constructive relationships. mentoring is concerned with continuing personal as well as professional development ... it is not synonymous with cloning because it means developing individuals' strengths... The mentee is as much an agent in bringing about effective mentoring as the mentor. Mentoring is about whole school and whole HEI (Higher Education Institution) partnerships."

Fletcher, S. (2000) *Mentoring in Schools: A Handbook of Good Practice*, London, Taylor and Francis

My definition of research mentoring is distinct because it focuses on self-study through co-enquiry. Both mentor and mentee are seeking to improve their work-based practice.

Fletcher, S. (2005) *Research Mentoring: The Missing Link*, in Bodone, F. (ed) *Qualitative Enquiry*, USA, Peter Laing Publications

The Missing Link in Educational Research

This is the paper I gave drawing from my PhD thesis at Tokorosawa Teachers' Centre in Tokyo, Japan, in 2003

Mentoring and Action Research

* mentoring combined with action research can lead to improvements in both teaching and learning.

* video and multi-media can represent teachers' values

Systematising Teachers' Knowledge

"the capacity to reflect on and analyse one's knowledge emerges only after considerable knowledge has been accumulated and embedded in practice. The reflections of skilled practitioners in any field deserve to be systematised so that personal knowledge can become accessible and subject to analysis."

Snow, C. (2001) 'Knowing what we know, Children, Teachers, Researchers', Presidential Address, Division K., American Educational Research Association, *Educational Researcher*, Vol. 30 (7) pages 3-9



Emma presents her research project Summer 2001

Emma Kirby: Teacher Researcher 2001 - 5

"I began my teaching career in the UK in 2000 after a period of teaching in Mexico, in school and university contexts. In January 2004 I was successfully assessed as an Advanced Skills Teacher and took up my post as AST in April 2004. I became involved in mentoring in 2000 with colleagues on different levels and more formally with Newly Qualified Teachers and a PGCE student in 2003. My role as an AST currently involves supporting schools in South Gloucestershire in the Primary Modern Foreign Languages Pilot Scheme.

I have been interested in researching my own work - and have used action research as a tool for improving my practice. I started studying towards my Master's Degree in 2001 am currently assisting Bath Spa University College in developing and evaluating MA modules in mentoring for other teachers."

3 January 2005

"A great deal of time and effort is being invested in the development of a professional knowledge base for teaching. We are committed to making the maximum use of this by spreading it through the system. This is called 'knowledge transfer' ... The challenges of collecting and validating knowledge of 'what works' are as nothing compared with that of transferring it across the system.

... whilst knowledge is at the cutting edge of human development, it only has its mass effect through the invention and refinement of tools and artifacts which enhance the productivity of work or the quality of experience. In this view, all our efforts should be committed, not to the management of talking shops, but to the design and refinement of tools for learners - whether these be pupils or teachers. People will queue for effective tools; the problem of knowledge transfer will be dissolved."

Desforges, C. (200) keynote address to NCSL e-mentors, NCSL Headquarters, Nottingham, 23/09/04



Emma is a school-based mentor

"Teachers are 'developed' by outside experts, rather than participating in their own development. Unrelated to classroom contexts and teaching practice, bureaucracies tend to create 'one size fits all' solutions that often fail to make distinctions among different kinds of school and classroom contexts, or between the needs of novice or experienced teachers."

Leiberman, A. (2000) Networks as Learning Communities, Journal of Teacher Education, Vol. 51 (3) pp. 221-7

<http://www.MentorResearch.net>
This website is to be developed to enable mentors to disseminate their research into their relationships with their mentees. It will be a locus for discussion and sharing innovative ideas.

"Recently action researchers by teachers has begun in Japan, in order to improve lessons. In this case study, the subject of this research is the teacher's practical teaching ability. In this context, practical teaching ability covers not only the teacher's specific actions but also the 'acknowledgement' and 'judgement' - that is to say 'teaching cognition' - that forms the background to those actions."

Ikuta, T. (2004) A Study of Japanese Teacher's Practical Knowledge by means of an on-going Cognition Method, presented to the British Educational Research Association, Manchester Metropolitan University September.

as they undertake enquiry with their students.

* infrastructures need to be created to support teachers' research at Local Education Authority level - such a scheme exists in Wiltshire LEA - you can see details at <http://www.TeacherResearch.net> on the Homepage.

* mentoring as co-enquiry between educators based in schools and in higher education institutions can create to a growing pool of knowledge that can enrich the profession of teaching in a global context.



How did I choose the video clips to represent our work?

(extracts from a video recorded commentary between Sarah and Emma 03/01/05)

"Mainly they came from looking at what we had achieved from our work together - represented on TeacherResearch.net. From the catalogue of the video clips right back to 2001 - the kind of pattern that I am coming to is something like a 'video narrative' - which is built around the idea of a very simple website. So these questions might be the core part"

Sarah: How do you see yourself emerging as a 'Lead Learner' from 2000-5?

Emma: I lead 'alongside' others .. I have an ability to communicate enthusiasm for learning.

Sarah: What are the professional values, skills and knowledge you bring to your role as Advanced Skills Teacher?

Emma: I have an ability to communicate and empathise with other teachers. I have a good linguistic knowledge and I am highly committed to teaching modern languages.

Sarah: What evidence do you have that you embody these professional values, skills and knowledge?

Emma: There is evidence in my work with primary schools and feedback I receive from other teachers.

Sarah: How has mentoring assisted you in defining and refining your values, skills and knowledge as an AST?

Emma: It has enabled me to be more reflective on my practice, to identify weaknesses and strengths and to look objectively at improving my practice and build on my successes.

Sarah: What practical use has the action research process been to you?

Emma: It has helped me to break down the process of reflection and improvement and to make it public.



Emma and her tutor group Autumn 2001

What has helped you to become a mentor?

Sarah: What are the factors in your preparation for teaching (as a PGCE student 2000-1) that are enabling you to become an effective school-based mentor?

Emma: I think the school-based training we had - you are in there on the job, thinking on your feet. I don't think the PGCE can prepare you for life as it were, the practical pressures on your time, and providing practical solutions

I think because my experience was recent and I had recent experiences of mentoring. I have had some good mentoring and some pretty rubbish mentoring - it's enabled me to be a better mentor.

Whether it was the nature of the PGCE I was on, or the group - or the teacher - I don't know. But that openness and willingness to discuss issues and identify weaknesses as well, but openly and without shame ... but I sometimes think people who have been in the job for a very long time and have never had that sort of feedback on their practice, to have someone come and tell them - can be quite scary and quite unnerving and quite threatening - depending on how it is done. So I hope my experience in mentoring helps me to help other people to identify their weaknesses in a non-threatening way."

Video taped conversation January 3 2005



Emma leads learning at MA Mentoring Summer School 2003

Emma explicates her professional knowledge

"How can I help my tutor group to work better and improve their learning?

"How can I undertake educational enquiries in a way that will help my students and me to learn?"

"How can we address the issue of boys' underachievement at Hanham High School?"

All of Emma's writings and her AST report can be accessed at <http://www.TeacherResearch.net>



Sarah and Manami in Niigata December 2004. We are working together to research action research and mentoring as part of a five year project funded by the Japanese Government.

"I argue that the type of leader needed in a school today is a lead learner who is constantly reinterpreting the things which are already understood, then letting go of these former understandings and techniques in order to move the school forward in the best interest of the individual learner. Leaders need an intelligent gaze to be able to look at themselves in a mirror of self-awareness and reflect on who they are as people. Perhaps we ought to ask how we might really help individuals - school leaders, other staff and students - to understand themselves in order to be able to encourage more general learning."

Kenning, S. (2002) The Intelligent Gaze: Leadership, lead learners and the concept of individual growth - a reflective enquiry, National College of School Leadership Report.

"My aim is not to do research, but to develop the education of children. I need to do research to help me improve my teaching. When I explain my practice I can reflect on my thoughts so I can understand children more. This year, I have my goal - this year I would like to find suitable kinds of play for children - because many children can't play. They can't just play by themselves. Sometimes they are bullying so my important work as a teacher is to research suitable kinds of play for children. I often think about this. I have a clear focus. I have a clear focus. I know by watching what children do and watching their expressions and I write notes about many points:

- 1) My goal for my children
- 2) How to educate my children
- 3) What do I feel is best?
- 4) What can I do for my children tomorrow?

I started action research when I met Tadashi Asada (Waseda University, Tokyo) three years' ago but I have been interested in action research since I attended the action research workshop at Akashi School (run by Sarah Fletcher and Jack Whitehead). Many practitioners and university teachers cannot always understand teachers but gradually some university teachers change and see our children and interview us at school."

Rieko Iwahama, Akashi Elementary School Teacher, Kobe, Japan, March 2003 (video taped interview with Sarah)

Research enabled by Mentoring: Japan December 2004



Emma's movie (This is a large clip. It takes a long time to download)

Emma's Movie

October 27 2003 11.22 am at Sarah's home

Emma puzzles over her MA assignment about her mentoring as Sarah, her research mentor and tutor, asks her questions about her outline

May 29 2001 at the University of Bath, PGCE Group

Emma as a PGCE student as she contributes to her group's presentation on action research, using the TTA competences as foci for research

November 7 2001 9.21 am at Emma's Classroom

Emma starts her first enquiry as a Newly Qualified Teacher working with her tutor group to improve their learning - and her own teaching

February 2 2003 5.14 pm at Sarah's home

Emma reflects on the problem of underachievement among some of her students - and how she could support their learning

June 1 2002 2.47 pm at Sarah's home

Emma works with Sarah to make a bid for a Best Practice Research Scholarship which will fund Emma's attendance at BERA and Sarah's mentoring

February 23 2003 2.57 pm at Sarah's home

Emma jokes with Sarah about her PhD - and helps her clarify her role as a research mentor studying her practice as she interacts with teacher researchers

July 23 2003 8.50 am MA Mentoring Group

Emma assumes the role of lecturer and mentor to her colleagues in the MA mentoring g Summer School at the University of Bath in 2003

January 3 2005 4.30 pm

Sarah takes the lead on assisting Emma to represent her knowledge - this is the first articulation of how Emma's knowledge might be represented.

Evolving our action research mentoring partnership

1997-9 Sarah studies action research with Jack Whitehead's support

1999-2000 Sarah plans to combine mentoring and action research in her teaching

2000-1 Emma joins Sarah's Post Graduate Certificate in Education Group for Modern Languages

2001-2 Emma continues her work with Sarah as Newly Qualified Teacher, researching her practice

2002-4 Emma undertakes a number of assignments at MA level with Sarah as her tutor at the University of Bath

2004 Emma is awarded Advanced Skills Teacher Status and she and Sarah transfer to working at Bath Spa

2004-5 Emma submits her final Best Practice Research Scholarship report to the DfES with Sarah's support

2002-5 Sarah develops her websites with Emma's help to disseminate teacher research inter/nationally



Best Practice in Writing up Teachers' Research

(3 drafts over 4 days with e-mentoring)

Emma's Best Practice Research Scholarship Report (Extracts from Draft One)

(These questions were supplied to all BPRS award winners by the DfES)

1) What are the main learning points you have gained from undertaking your BPRS research?

(no entry ...)

2) What evidence relates to this learning and your findings?

* My accreditation as an Advanced Skills Teacher

* Accreditation of my work as part of my Master's Degree

* The establishment of a mentoring scheme at Hanham High School

* Being regularly asked to mentor staff outside my teaching subject area

* Leading a session at the University of Bath Summer School in Mentoring in 2003

* Assisting with a presentation on Research mentoring with Sarah Fletcher at the British Educational Research

Association Annual Conference in Edinburgh September 2003

3) What are the questions for your future practice?

* How can I evidence the benefits of good quality mentoring of staff in pupils' learning?

* How can I assist my NQTs to improve their practice and develop personally and professionally?

* How can I further assist my school in its provision of mentoring as CPD for all staff?

* As an AST, how can I assist other schools in developing a culture of mentoring as a tool for improving CPD?

* How can we ensure mentors are well trained and have time for planning and meeting with mentees as well as

time for observation of colleagues lessons and debriefing after observing?

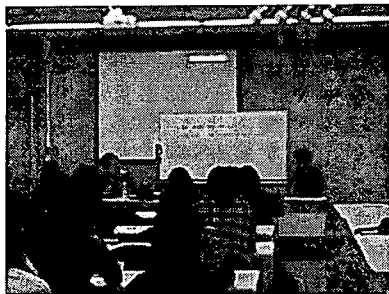
4) References

No references given ...

Between draft one and two there is a mentoring session by telephone between Sarah Fletcher and Emma Kirby - Sarah video records her discussion as part of her on-going work to see how she might improve her e-research mentoring with teachers.

Emma's Best Practice Research Scholarship Report (Extracts from Draft Two)

1) What are the main learning points you have gained from your BPRS research?



Sarah Fletcher: Lecture in Niigata 07/12/04

"... faculty come to the scholarship of teaching and learning as experts in their fields, but they're often uncertain how to use the field's concepts and methods to explore teaching and learning. The very idea of documenting and sharing the work of teaching and learning is new to most faculty ..."

The tradition of educational research was that teachers were invisible and anonymous. They were studied by others. They were not individuals, they were clusters of behaviours or cognitions or personality variables. They were the ultimate research subjects, devoid of identity or agency. And if the teachers were subordinated to "instructional treatments" then what could be said of the students? They were even further submerged, captured in average test scores, in percentages of males and females, or in categories of socio-economic status."

Hutchings, P. (ed) 2002, 'Ethics and Aspiration in the Scholarship of Teaching and Learning,' Carnegie Foundation for Teaching and Learning, USA

In some Local Education Authorities in the UK you can see a range of collaborative activities to support and sustain teachers' research in a way that is nothing short of world class. These schemes which can include a local Journal of Education, available in hard copy and on-line form for distribution to teachers in schools, can be replicated across any contexts where teachers can work with school board officials and members of faculty. I featured the work of Wiltshire LEA teachers in my workshops and lectures in Japanese to explicate the growth and on-going value of school-based enquiry groups supported by LEA funding and tuition and mentoring from university-based lecturers.

Wiltshire LEA leads the way in teachers' research



Professor Ikuta, Dean of Niigata University

Sarah's publications include:

Fletcher, S. (2003) Guidelines for DFES Best Practice Research Scholarships Research Mentors, BPRS section of <http://www.Teachernet.gov.uk>

Fletcher, S. ((2003) A Celebration of Mentor Research in Wiltshire, Wiltshire Journal of Education Autumn Edition, pp.4-8

How do I, as a research mentor, influence Emma's work as a teacher researcher?

(extracts from a digital video recording 01/06/02)

Emma: You role has always been one of a supportive mentor but has moved on to a sort of co-researcher. I want to give you credit for having a role in my research, though you weren't there all of the time - but without you I probably wouldn't have been able to do it. I think you're a good listener and you create opportunities for me to talk and then carefully, without giving answers, you try to draw ideas out of me using particular questions. Sometimes, it's almost playing Devil's Advocate. I think it gets people to think about the same situation from a different angle. Remember our last video? You were asking me what it would be like to get the kids to get the questionnaire and the 'dominant teacher' part of me was thinking 'I will do it because I was thinking there was nobody else. Sometimes, you'll make suggestions without necessarily believing they are the best way forward, more as a way of triggering something within me to come up with a more suitable suggestion. You've made suggestions about using ICT - which me, knowing my school and the facilities, thought 'If only we had what they have at the Language College!' - but we don't. You are giving me ideas and I am thinking about how I could adapt that to my situation. You are saying this happens at School X. You seem to advise me but not in an instructive way - not 'Do THIS!' You are able to build my confidence by using praise and you are always full of energy and enthusiasm about your job. You are passionate about teaching and learning and you infect your mentees with the same enthusiasm and, very importantly, you're honest - and that's essential ...

You're a teacher, researcher and mentor and there's something else too - a research mentor. I was thinking about 'mentor' as for helping PGCE students and 'researcher' as in writing your PhD. I see you draw on your experience as a classroom teacher now you are a 'research mentor'

Sarah: What really fires me up?

Emma: I think it's you're helping someone to learn, which is exactly the same as me - only I am doing it with kids."

Choosing a medium for storing teachers' knowledge

"if teachers wish to record their knowledge for others to use, the most common medium has been words on paper. Written records preserve ideas and allow them to be accessed by others. With the advent of video technologies, however, the possibilities have been extended. Knowledge can now be stored in a form of observable examples that make teaching visible."

Hiebert, J., Gallimore, R. and Stigler, J.W. (2002) A Knowledge Base for the Teaching Profession: What would it look like and how can we get one? Educational Researcher, Vol. 31 (5) page 8



It has helped me to realise that informal mentoring is equally useful to formal i.e. when it is not restricted to a formal relationship. Spontaneity can be useful in both formal and informal mentoring which is why mentoring cannot be restricted by specified times. Shern's definition of 'reflection-in-action' has helped me to understand the dual role of mentoring as reflection on past practice/observation and reflection whilst in the process of doing something. (Shern, date?) I have become a more effective mentor because of the feedback I have received from my mentees and from my mentor.

The main learning points I have gained from undertaking the research are:

- * That mentoring cannot be restricted by time and place.
- * Mentoring is most valuable when contingent and that when mentoring is restricted by time it results

in lost learning moments and opportunities for both the mentor and the mentee.

- * To contribute, through my mentoring, to my own professional development and that of other staff.

(CUREE, 2004)

- * To develop a culture of self-organised learning through mentoring within the context of the school

as a learning organisation. (Senge, Fletcher, Coombs)

- * To identify and disseminate, through face to face and web-based technology, good practice in mentoring.

4) What are the questions for your school?

- * How can we create an environment in which mentoring becomes an integral part of CPD?
- * How can we build upon good practice to provide opportunities for mentees to become mentors?

5) Are there any questions for further research?

- * How can we develop mentoring practices to improve staff morale and retention across the profession?
- * How can we collect and use data to evidence that mentoring can and does improve teaching and

learning?

References

(No references give ...)

Emma's Best Practice Research Scholarship Report (Extracts from the Final Version)

1) The main learning points I have gained from undertaking my BPRS research are:

- * Mentoring should not be restricted by an insistence on specifying time and space for it to occur.
- * Mentoring is most valuable when 'contingent' since, when mentoring is restricted by time, there are

missed learning moments and opportunities for both the mentor and the mentee.

- * The importance of mentoring in personal as well as professional development.

2) What evidence relates to this learning and

Fletcher, S. (2002) Wiltshire Research and Development Group, Wiltshire Journal of Education, Summer Edition, pp. 4-6

Fletcher, S. (2002) What's Teacher Research Got to Do with Me? Wiltshire Journal of Education Spring Edition, pp. 4-13

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Fletcher, S. (2000) Mentoring in Schools, London, Kogan Page (republished 2004 by Taylor and Francis)

Fletcher, S. (1998) Attaining Self-Actualisation through Mentoring, European Journal of Teacher Education, Vol. 21 (21) pp. 109-118

Fletcher, S. (1997) From Mentor to Mentored, Mentoring and Tutoring Journal, Vol. 5 (1) pp. 48-55

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Fletcher, S. (1995) Caveat Mentor, Language Learning Journal for the Association of Language Learners, Vol. 11 (March) pp. 39-40

Fletcher, S. (1994) Working with Your Student Teacher, Cheltenham, Stanley Thornes

3) What are the questions for your future practice?(unchanged from Draft Two)

Are there any questions for further research? (unchanged from Draft Two)

References:

Colley, H. (2003) *Mentoring for Social Inclusion*, London: RoutledgeFalmer

CUREE (2004) *Mentoring and Coaching: Consultancy for Capacity Building* London

Fletcher, S. and Coombs, S. (2004) *Mentoring, Action Research and Critical Thinking Scaffolds, promoting and sustaining practitioner research through reflective practice*, Collaborative Action Research Network (CARN) Conference, Malaga, Spain, November 5-7

Fletcher, S. (2001) *Improving Mentoring with Action Research and Digital Video Technology*, Links Journal, Spring, Centre for Information on Language Teaching (CiLT) accessible at Sarah's Writings section of <http://www.TeacherResearch.net>

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Schon, D. (1987) *Educating the Reflective Practitioner*, USA, San Francisco, Jossey-Bass

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Sarah Fletcher works with Shane and Alex, a new generation of educational research mentors at Bishop Wordsworth School, Salisbury

Generativity in Educational Research Mentoring

The construction of this webpage was in process

27-31 March 2008

How do I, a professional educator, nurture courage to be?

This is the online version of the thesis that I prepared for doctoral submission at the University of Bath in 2003. It is my account of the genesis and evolution of my ideas with regard to research mentoring, a lengthy piece of work which draws on personal and professional experiences and culminates in establishing the link between school based in University based research enabled by research mentoring.

I lay claim to bringing together my experience as a teacher, mentor and researcher and developing of a new form of educational activity that can not only generates original rather than re-processed knowledge between teacher researchers and university-based researchers but can also lead to generation of a new workforce of educators as research mentors bridging two research populations.

Some six years ago I was a member of the DfES Best Practice Research Scholarships development panel. I well recall the discussion that we should refer to academics who assisted teacher researchers in developing small-scale research projects is being research **tutors**. I vigorously rejected this suggestion preferring the title of research **mentors**. Such was my conviction that this was the appropriate term that I developed BPRS Guidelines.

Guidelines for BPRS Research Mentors

Erikson's epigenetic theory

Stage 7 - Generativity vs. Stagnation

Strength comes through care of others and production of something that contributes to the betterment of society, which Erikson calls **generativity**

* **Generativity** is the concern in establishing and guiding the next generation.

* Simply having or wanting off spring doesn't achieve **generativity**.

* Socially-valued work and disciples are also expressions of **generativity**.

Research mentoring is not necessarily generative.

Drawing on Erikson's theory, I propose that a research mentoring relationship is only generative where there is concern for establishing and guiding the next generation of

What evidence have I gathered?

Case Studies evidencing my Scholarship of Generativity

Case Study One:

Rieko Iwahama, Akashi Kindergarten Laboratory School, Kobe 2000

A workshop on mentoring by Sarah Fletcher in Kobe University introduces the notion of mentoring as collaborative enquiry to Japan. The traditional model is one of apprenticeship. 2001-2006 Sarah runs workshops on mentoring integrated with self-study action research during visits to Japan distributed between Kobe, Niigata and Tokyo. By March 2006 colleagues in Niigata and Waseda Universities, linking video on demand resources, are promoting mentoring

research mentors.



Defining moments in sound and sight

What is the focus of my investigation?

* to explore generativity in educational research among school-based partners using web-based technology i.e. how research mentees become research mentors.

Introduction

My premise is that the ultimate aim of research mentoring is to stimulate not only a growth of new knowledge between university and school based researchers but to enable the progression of the process of eliciting knowledge to the profession of teaching. My intention is a research mental is to inspire others to become research mentors in their turn.

In this sense I see research mentoring as a potentially *generative* both in terms of the knowledge that might arise within the mentoring relationship is collaborative enquiry and between the research mentor and research mentee.

As a research mentor, it began to dawn on me that my role was not only to enable the growth of educational knowledge but also to enable development of an educational research workforce. With experience of mentoring in initial teacher training (ITT) I wrote this article 10 years ago - returning to it now my attention is drawn to the section where I investigated the experiences reported by the mentors whom I interviewed. It is not apparent from my study that any saw their role as that of *nurturing the profession through engendering mentoring*.

Reproduced from Fletcher, S. (1998)

How can mentoring offer self actualization to mentors?

Maslow (1971 b) describes self-actualising people as being

"devoted, working at something, something which is very precious to them - some calling or vocation in the old sense, the priestly sense."

A self-actualising teacher therefore is devoted to the practice of teaching as a part of his or her own being. Teaching is not simply an occupation or a means to an end, it is intrinsically of paramount importance to the person of the teacher. By embracing mentoring as the essence and the substance of teaching, rather than as an additional activity related to but not of pupil teaching it can be a means of self-actualization for the mentor. So long as mentoring is seen as additional to a teacher's job rather than as an intrinsically developmental part of it the teacher-mentor cannot develop fully. The profession of mentoring deserves to be held in esteem, to be accorded the respect and conditions (Smith and West-Burnham, 1993) that will empower mentor and mentee and to be regarded as part of a professional vision of teaching. Where a classroom teacher regards mentoring as activity extrinsic to their own classroom teaching, it is unlikely that a successful mentoring relationship can be established between mentor, mentee and pupils.

Though many teachers apparently reach a state of professional self-actualization by reaching their potential as classroom practitioners, mentoring offers professional opportunities that would not otherwise arise. These can be broadly divided into two categories:

* Personal development; Increased self esteem, Companionship, Improved interpersonal skills, Increased autonomy

* Professional development; In-service training, Increased

Interrelationships of teaching, mentoring, research and research mentoring activity

The premise upon which my conceptualisation of research mentoring rests is practical. My experiences as a teacher, researcher and mentor have combined and been consciously combined as a platform for developing my developing practice as a research mentor. My experience as a research mentor has formed the foundation for assisting others to become research mentors. The title *educational* has emerged from self-study and the recognition that *research mentoring* as a descriptor does not communicate the nurturing and holistic nature of activities I am engaged in and encourage other educators to become engaged in.

In 2002-3 I undertook enquiry into how others perceived my work as a research mentor.

Extracts from a dialogue between Emma and Sarah recorded on digital video 01/06/02

(E) Your role has always been one of a supportive mentor but has moved on to a sort of co-researcher. I want to give you credit for having a role in my research though you were not there all of the time, but without you I probably would not have been able to do it. I think you are a good listener and you create opportunities for me to talk and then carefully, without trying to give answers, you try to draw ideas out of me using particular questions.

You are giving me ideas and I am thinking How could I adapt that to my situation? You are saying this happens at x school. You seem to advise me but not in an instructive way; not, Do this!!! You are able to build my confidence by using praise and you are always full of energy and enthusiasm about your job. You are passionate about teaching and learning and you infect your mentees with the same enthusiasm and, very importantly, you are honest and that is essential.

You are a teacher, researcher, and mentor and there is something else, a research mentor. I see you do draw on your experience as a classroom teacher now you are a research mentor.

Relating practice to theory in educational research mentoring:

Educational Research Mentoring is generative as it nurtures the next generation of educational researchers to contribute and engage with existing forms of knowledge.



Caught in luminescent flight

What research mentoring resources have I developed?

[Attaining self-actualisation through mentoring](#)

resources, are promoting mentoring integrated with action research as CPD. Rieko Iwahama, who was the schoolteacher to pilot mentoring integrated with action research in ITT, lectures about research mentoring at a conference at the Japan Womens University. Evidence of collaboration with Japanese colleagues and Fletcher in mentoring integrated with action research at <http://www.cfkeep.org/html/snapshot.php?id=5396850915064>

Case Study Two: Emma Kirby, Hanham High School, South Gloucestershire

Emma Kirby was a member of PGCE Modern Languages cohort at the University of Bath tutored by Sarah Fletcher and she studied action research in this one-year programme. At the end of her PGCE year she undertook study towards her MA, encouraging her pupils to learn action research techniques. She co-presented about mentoring as collaborative action enquiry at BERA 2005 with Sarah. She continues MA level studies with Sarah in action research and mentoring and in 2004 transferred to study at Bath Spa University. She attributed promotion after just three years of teaching to Advanced Skills status to studying action research. She became a mentor for a newly qualified and for more experienced staff at Hanham High School. Sarah appointed her as an Affiliated Field Tutor for Bath Spa University and by summer 2006 she was tutoring a coaching integrated with action research MA level module. Evidence of collaborative work with Fletcher in mentoring integrated with action research can be accessed at <http://www.cfkeep.org/html/snapshot.php?id=28415937>

Case Study Three: Donna Chipping and Rachele Morse, Bitterne Park School, Soton

Donna Chipping and Rachele Morse were members of the teacher research group at Bitterne Park School, Southampton who piloted the TT500 MAR module mentoring with Action Research tutored by Sarah Fletcher for Bath Spa University. They used KEEP Toolkit templates to represent their knowledge and in October 2005 co-presented at a BERA Practitioner Researcher Conference at Liverpool Hope University. After their initial MA module both teachers began to co-research with students in their classrooms. In March 2006 Donna and Rachele were selected by the National Teacher Research Panel and sponsored by the DfES to present at the NTRP national conference. An overview of their work is located at <http://www.cfkeep.org/html/snapshot.php?id=53600144995004>

Case Study Four: Karen Riding, Bishop Wordsworth's School, Salisbury, and Wiltshire

Karen Collins was a member of the Westwood St Thomas Teacher Research Group co-tutored by Sarah Fletcher and Jack Whitehead in 2000-1, where she focused on supporting student research. She studied an MA module in mentoring integrated with action research for staff development and gained BPRS funding from the DfES in 2003. Her research mentor was Sarah Fletcher and later she successfully completed her MA dissertation at the University of Bath in 2004. Later that year, she asked Sarah to train some of her pupils in year 7 in action research. Finding two of the student researchers, now in year 12, from Westwood St Thomas School who had worked with Karen prior to her move to Bishop Wordsworth school, Sarah worked with

professional status, New teaching experiences, Reflection and improvement of teaching skills

When asked to comment on the benefits offered by involvement in ITE that would otherwise be unavailable to them, mentors working within the Bath University PGCE Scheme highlighted

- * review of their own practice of teaching
- * injection of new ideas and teaching strategies
- * team teaching
- * additional and enhanced teaching resources
- * reinforcement of their self-worth
- * working with another adult
- * passing on professional skills to another adult
- * career enhancement

Generativity is a key distinguishing factor

My starting point for research mentoring is not a problem solving model.

I am good at...

How does that enable my own and my students' learning?

Do I have an area that I wish to improve?

What might it be to have improved my practice?

How can I improve my practice?

Who can work with me as co enquirer?

How can we collect data?

How can we synthesise this data into evidence to support our claims?

How can we validate that data?

A tutor will approach these questions in a different way from a mentor. A tutor will work with the teacher researcher to enable them to fit their ideas into an accredited programme. A mentor has more creative scope, and correspondingly capacity, to nurture creativity. Research mentoring does not necessarily lead to accreditation but may do so. This form of activity fosters collaboration between academics in universities and school teachers, facilitating sharing of expertise and leading to knowledge co-creation about teaching and learning.

[Research mentoring: research coaching](#)

[Representing teachers' knowledge](#)

[Bitterne Park research mentoring](#)

[KEEP Toolkit Gallery: Mentoring and Tutoring in ITT](#)

Fletcher, S. (2007) *Educational Research Mentoring and Coaching as Co-creative Synergy*, International Journal of Evidence-based Coaching and Mentoring, Vol. 5 (2)

Fletcher, S.J. (2007) *Mentoring Adult Learners; Realising Possible Selves* in Rossiter, M. (ed.) *New Directions for Adult & Continuing Education*, pp. 75-86 New York, USA, JosseyBass

Fletcher, S.J. (2006) *Technology-enabled action research in mentoring teacher researchers*, Reflecting Education Journal, Vol. 2 (1) pp. 50-71

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Fletcher, S.J. (2000) *A Role for Imagery in Mentoring*, in Career Development International, Vol. 5 (4/5) pp. 235-243

Fletcher, S.J. (2000) *Mentoring in Schools: A Handbook for Good Practice* London, RoutledgeFalmer

Karen and these boys to establish a student researcher group. The year 12 students mentored the year 7 pupils in action research while they were in turn research mentored by Sarah and their teacher, Karen (Riding). Their work is accessible at <http://www.cfkeep.org/html/gallery.php?id=4578972491043> During 2005-6 the pupils began to research mentor other students in their own school and in July 2006 Karen and Sarah successfully bid for some Arts Council/CARAUK funding to continue their collaboration with student researchers. This collaborative research will continue through 2006-7. The intention is that students (as researchers) will take a lead in mentoring other pupils to become researchers at Bishop Wordsworth and other schools.

Evidence of my generative influence in others' work

Mentoring arises through the transference of skills from one person to another. In research mentoring the Research mentoring is not just about skills, not just about materialistic concerns. Research mentoring is enabling another to learn a consciousness of values they hold as an educator and assisting them in generating the enquiry into how they can live their values more fully.

E-mail from a senior colleague at the University of Bath, 8th May 2003

'Pieces of small scale research require supervision. In this case, 'supervision', 'mentoring' and 'tutoring' are synonymous (or, at the very least, easily interchangeable!')

E-mail from an even more senior colleague, 9th May 2003

'From where most reasonable people sit, the distinctions between mentoring and tutoring don't in fact mean a great deal.'

In a nutshell, here is the challenge I face as I explicate, defend and develop my ideas. The distinctions between tutoring and mentoring are profoundly important in teacher research. They relate to the *big picture* of who controls what constitutes educational knowledge. If tutoring equates to mentoring, the Academy, in the guise of the university, determines how knowledge is framed. A tutor delivers pre determined course content, whether it is an Educational Enquiry with a negotiated focus or a more traditional taught course. A tutor is bound to enable the tutee to create an assignment for assessment against norms. The mentor is not so constrained. The mentor works in a collaborative enquiry with the mentee, drawing out ideas from both parties, mirroring back what is said as a basis for creative engagement and enabling the mentee to nurture their own courage to be. The mentor is a key agent in moving the culture of educational enquiry into the practitioner's domain. Research mentoring constitutes the bridge between the school and the academy.

Date: Thursday, 3 April 2003

From: Mark Potts

For me, these three meetings/communications with you stand out from several

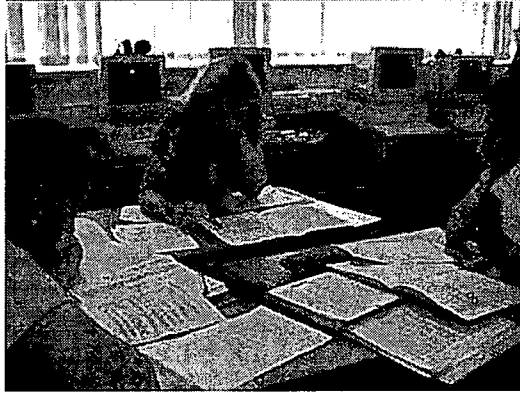
that I have found really useful:

1. The session that you organised with the teachers from Canada. This gave me an opportunity to reflect on my own learning from the action research process. It was quite early on in the programme. Preparation for the session and the questions that you and they asked during the session helped me to consider carefully the process and what I had learned from it up to that point.
2. The session that we had in School in November when you came in for the day and gave one-to-one sessions. You really got me thinking about formative assessment and how I could take my study forward by asking pertinent questions and making suggestions about possible aspects for research.
3. The communication that I had with you by email and then over the phone when you gave a critique of my first draft of work on formative assessment. The suggestions that you made to strengthen the enquiry through reference to others work and how I could draw out more of my own learning from the process of research that I had engaged in.



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Supporting and Sustaining Professional Mentoring in Initial Teacher Training (ITT) Contexts

<http://www.MentorResearch.net>



Visions of 'professional' mentoring in Education

According to Answers.com 'professional' has the following definitions, which are helpful in reflections on mentoring:

adjective:

1 a Of, relating to, engaged in, or suitable for a profession: lawyers, doctors, other professionals.

b Conforming to the standards of a profession: p. behavior.

2 Engaging in a given activity as a source of livelihood or as a career: a p. writer.

3 Performed by persons receiving pay: p. football.

4 Having or showing great skill; expert: a p. repair job.

noun:

1 A person following a profession, especially a learned profession.

2 One who earns a living in a given or implied occupation: hired a professional to decorate the house.

3 A skilled practitioner; an expert.

I am using professional in all of the definitions above and will draw attention to

How should ITT professional mentors be selected and supported in and by a PGCE partnership?

* Mentors should, first and foremost, be willing, able and supported to undertake this challenging role.

* The school should choose the most appropriate teachers to become mentors on the basis of their willingness and expertise and not as a way of jarring them from apathy to action.

* The mentor needs to be responsible, reflective and rational.

* The mentor needs to be a sound, though not necessarily an excellent, teacher.

* The school needs to provide professional and personal support for the mentor and opportunities for mentors in the same school to share ideas and support one another.

* The mentor needs to be supportive of the aims and objectives of the school and the ITT programme and partner.

* The mentor needs to enjoy teaching and be able to communicate that enjoyment to trainees.

* The Partnership needs to recognise that some mentors need professional development opportunities and cannot be expected to be proficient practitioners without assistance.

* The onus for proficient mentoring rests as much on the ITT partnership as a whole as it does on the individual mentor - professional



How can integrating action research into a PGCE programme improve mentoring and tutoring?

[Research your own practice in mentoring](#)

[Paula's research into her own mentoring](#)
This is an in-process account of how Paula created her research report on her own mentoring. It shows the communication with (and advice from) the action research mentor who was assisting her to gain MA level accreditation.

[Beryl's research into her own mentoring](#)
Beryl was a mentor in the ITT outstation for the University of Bath organised in the Bournemouth area. She participated a Summer School on Mentoring Theory and Practice run by the University of Bath. Her tutor and mentor was Sarah Fletcher.

[Richard Denny \(trainee teacher\) researches his learning](#)

Richard Denny was a PGCE student in Jack Whitehead's Education and Professional Studies Group. Jack encouraged Richard to research his experiences as a novice teacher. Jack is world renowned for his action research: <http://www.actionresearch.net> and cowrites with Jean McNiff. There is an excellent (free!) downloadable booklet for teacher researchers at <http://www.jeanmcniff.com>

areas where I believe that mentoring can and should develop its professional potential more coherently. The basic fact is that 'mentoring' in ITT has often become an activity that is tacked on to another job. It has become synonymous with coaching for refining various teaching skills in meeting standards for QTS, but professional mentoring represents far more than just this. Likewise mentoring has come to indicate remedial instruction especially in relation to helping students pass exams. It has become part of transactional and skills based perspectives in education, and has moved away from its original concept as personal and professional development. Mentoring is professional when it relates not just to skills but to refining and defining the embodiment of professional values, to developing professional knowledge

Mentoring involves activities which promote and enhance effective transitions between professional roles, including:

1. identifying learning goals and supporting progression
2. developing increasing learners' control over their learning
3. active listening
4. modelling, observing, articulating and discussing practice to raise awareness
5. shared learning experiences e.g. via observation or video
6. providing guidance, feedback and, when necessary, direction
7. review and action planning
8. assessing, appraising and accrediting practice
9. brokering a range of support

(Extracts from the National Mentoring Framework)

[National Mentoring and Coaching Framework](#)



How does mentoring complement tutoring in ITT?

Mentoring is less about assisting the

mentoring is a collaborative activity.

* Mentoring is about building relationships of trust not blame - any problems are a communal responsibility where creativity and sensitivity are paramount.

What are the attributes of a professional ITT mentoring development programme?

- * There is collaboration and cooperation in organising and developing the mentoring development programme - novice mentors are linked with more experienced mentors.
- * There is a distinction to be made between mentor training and mentor development programmes. Mentors do need to know what is expected of them i.e. by training but they also need to be offered opportunities for developing their own creative engagement in mentoring. They need professional development activity if they are to improve.
- * Good teachers should be encouraged to become mentors but good teachers are not necessarily good mentors. Good mentors must be good teachers to act as role models.
- * Professional mentors are influenced by as well as able to influence the ITT mentoring development programme. They need to be enabled to attend mentoring development sessions and play an active role in participating in mentoring development opportunities.
- * Schools should be encouraged to develop their own in-house mentor development programmes which complement university-based mentor development opportunities.
- * Mentors need tangible evidence that they are individually valued by the ITT Partnership. This may mean payment but that is not a driving factor. Recognition that they are skilled practitioners playing an essential and collaborative role in ITT provision, under challenging circumstances, is essential.

How can PGCE tutors, school-based mentors and trainee teachers use video to improve their work?

Tony Kelly (ITT Mentor at The Clarendon School, Trowbridge) shares his insights:

Using video is certainly something I have found helps. You can put a person on the spot and they have to think on their feet. Without video (trainees) could possibly say 'I don't really know the answer to that question and be a little bit cagey. With video you can get what they are really thinking out of them.

Trainees can look at the way they are in front of a class. They can change things that I may not wish to say. For example if there is something embarrassing they are doing or using a facial expression that is a little bit strange. To just say that to them - how do they understand it? But where they see themselves on the video ... I remember a student teacher in my school in London. She screwed her face up in the most horrendous fashion when she shouted and all the students would laugh at her. Very, very difficult to explain as a mentor! She was videoed by my second in department with the precise aim of showing her what she was like in front of a class when she shouted. When she saw she said I look MAD when I shout. She stopped herself doing it.

Sarah Fletcher PGCE tutor shares her insights

In Ann's (trainee) lesson with the little dolls she used, I couldn't have given her adequate feedback on how well the visual aids worked there if I hadn't been able to say 'Look, Ann - at this point you did so and so - and it worked!'

Link the timings on the video recording to moments when you see evidence that the trainee is meeting particular standards for QTS - especially if the trainee has asked you to collect evidence that they are meeting targets set for them during mentoring sessions and which have been identified as areas needing more professional development.

[Improving mentoring with action research and digital video technology](#)
Fletcher, S.J. (2002) 'Improving mentoring with action research and digital video technology' Links Bulletin Vol. 25, pp. 25-26 London, Centre for Information on Language Teaching and Research

[The Look of the Teacher](#)
Fletcher, S. and Whitehead, J. (2000) Department of Education, University of Bath A paper presented to the British

transfer of predetermined skills, understandings and knowledge than about easing transitions and role changes by assisting in developing appropriate values in a new professional context. Tutoring is more about assisting in the transfer of professional understandings and knowledge than about easing transitions and developing appropriate values in a professional context but in ITT there is considerable overlap. A PGCE tutor is generally more considered to have a leading assessment role with assisting a trainee to get QTS. This is largely because the awarding body is normally the university to which the ITT tutor has been appointed. So saying the job of assessment is NOT solely the responsibility of the ITT tutor but a collaborative undertaking with ITT mentors. Unless the ITT mentors have the opportunity to monitor and record on-going assessment of a trainee a visiting ITT tutor has only a snapshot view upon which to found judgements about a trainee's progress. When a university-based tutor visits a trainee in school it is incumbent upon that tutor and the mentor to meet. Time is short, teaching timetables don't easily allow a mentor to have protected time to meet a university-based tutor but it is a question of prioritising the need to be present with the trainee on a series of one off meetings which will determine their professional future. If a school takes its involvement in ITT seriously it will enable its mentors to meet with visiting ITT tutors and if a mentor is unexpectedly unable to meet a tutor during a school visit there should be alternative arrangements - perhaps by way of an extended conversation by telephone to discuss lessons observed. Similarly a tutor who is planning to visit a school has a professional responsibility to meet ITT mentors no matter how difficult it may initially seem to arrange this - if necessary the meeting should be after the school day.

Only by giving teacher training the time and professional attention it deserves can mentoring complement tutoring.

Which whole school and the whole partnership conditions enable professional ITT mentoring?

- * A realisation that mentoring differs from but is complementary to tutoring.
- * A realistic time allowance for mentoring to occur on a regular basis in school.
- * A mutual trust and mutual respect between school- and university-based ITT Partners.
- * Shared values in assisting the trainee teachers and mentors to become professional educators.



Why do we need quality assurance mechanisms in a professional ITT mentoring programme?

Quality assurance mechanisms need to contribute to a regime that is OfSTED compliant. The implications of non-compliance with the requirements of the Office for Standards in Education are programme closure. Measuring quality is not the same as valuing quality. Over evaluation is self-defeating as it becomes the driving force in ITT partnerships and impedes professional mentoring. Providing mentors with critical thinking scaffolds (Coombs, 2000) to set down their reflections and strategies for improvement in a logical, transparent and organised way is complementary to filling in evaluation forms regularly about the operation of the ITT partnership programme. Developing a sense of ownership and identity in the process of quality assurance leads to raising standards. The ultimate aim of quality assurance mechanisms is not to satisfy OfSTED but to enable new teachers to gain QTS. It is to ensure that professionalism is initiated and sustained in the teaching force and teachers learn to teach and to learn and inspire learning.

OfSTED regulations for the inspection of ITT



What are the professional skills, values and understandings of professional ITT mentors?

What trainee teachers say about mentors:

- * Mentors must give us subject based and pastoral support.
- * Mentors must be competent in their subject teaching area.

Educational Research Association Annual Conference, 7-9th September, 2000. University of Cardiff Published in Clarke, A. and Erickson, G. (2003) *Teacher Enquiry: 'Living the Research in Everyday Practice'*, London, RoutledgeFalmer

Examples of professional practice in school-based mentors and university-based tutors ITT work

Brislington Training School

'In April 2000, the then DfEE invited schools to apply to become Training Schools in partnership with Higher Education Institutions. Brislington School ... was to demonstrate and develop excellent practice in initial teacher training, explore and try out new approaches to training teachers and carry out and use research. A key target was to develop innovative mentoring practice in order to meet the requirements for literacy in initial teacher training.'

Catherine Meacher (ITT mentor) at The John Bentley School (now a Training School) talks about her own action research

It is important for ITT mentors to disseminate their knowledge and university-based ITT tutors can assist in a number of ways. These include being an action research mentor, co-writing for publication and offering web-space e.g. <http://www.TeacherResearch.net>

Books, websites and resources which relate to mentoring and coaching in professional contexts

McIntyre, D. and Hagger, H. (1994) *Mentoring in Initial Teacher Education*, Five research studies supported by the Paul Hamlyn Foundation

'Experienced teachers found it useful to consider two dimensions of helping in the mentoring context: the task dimensions and the skills dimension'

Sections of particular relevance and interest in reviewing mentoring 11 years on might be:

Page 20 *Understanding how one adult may help another learn*

'In mentoring .. the focus is on learning, and the learning is about teaching.'

Page 26 *The complexity of effective mentoring*

'a complexity of three main kinds, stemming respectively from:

the needs of student-teachers whom mentors are trying to help

the nature and scope of the task of

* A commitment to work together to improve teaching in classrooms as a whole school development.

* An excitement and passion in learning alongside trainee teachers and a sensitivity to their needs.

* Excellent communication so that training is truly a shared enterprise between school and HE.

* A willingness to be creative and patient and caring when difficulties (inevitably) arise.

* Excellent administration so that trainees, mentors and tutors work together well



How do mentors visualise professional mentoring?

Ros shares her imagery using a family of Russian dolls

How do mentors visualise un-professional mentoring?

Essential reading:

Mented, D. (pseudonym!) (1995) *Mentor or Tormentor?*, Mentoring and Tutoring Volume 2 Number 3 Spring 1995

* All mentors need good communication skills.

* Mentors need time to work with us.

* Good mentors offer positive and constructive feedback.

* Mentors should create opportunities for us and be 'on task'.

What university-based tutors say about mentors:

Professional mentors need to share their knowledge about how they mentor professionally so that development opportunities can be tailored to their needs. As a profession we rely on mentoring in ITT but we actually understand relatively little about it from the mentors' own perspectives. We tend to interpret what we think mentors feel where we should be enabling mentors to voice their own insights in a systematic way. I think we need to build up a stronger knowledge base about mentoring in ITT and we can only do this if mentors can represent their practice in a form that we can access it - maybe by building web-based snapshots like this one? We need to work collaboratively as researchers into our own ITT practice so we can complement what one another does. Understanding different styles of mentoring helps us both to extend the roles that we share and to ensure that we are working in the same direction and not unwittingly in conflict.

What mentors say about their own professional practice:

There are many pressures on me - emotional as well as physical. I have my own teaching load (preparation, marking, assessments and profiling) my own responsibilities to my colleagues in my subject department as well as a post of responsibility within the school. I need to assess my own progress as a teacher and try to improve as well as assessing my own progress as a mentor. I must monitor and assess my trainee's progress as well as plan and manage an in-school mentoring programme for my trainee. I need to be skilled at time management so I can observe my trainee, team teach, conduct regular debriefing sessions and co-plan lessons all the while ensuring that my own teaching is effective and students in my classes don't lose out because I am very busy. I need to ensure I maintain regular liaison with my university-based ITT colleagues and be aware of what they are doing and integrate it into what happens in school for my trainee. Most of all I need to ensure that my trainee learners to become professional and develops the capacity to contribute in a whole school, not just a subject, context.

mentoring'

the conditions within which mentoring is undertaken

Page 32 *Messages for schools:*

* It is important to recognise the complexity of mentoring and therefore to be cautious about accepting responsibility for initial teacher education, and especially the terms on which one accepts such responsibility.

* Initial teacher education has to be a whole-school commitment; individual mentors are key people but their effectiveness depends critically on the support they get from the school; whole school policies; development plans and quality control procedures are important.

* Substantial resources are necessary to allow time for mentoring and for mentors' collaborative planning and learning; there is no scope or creative accounting, for diverting resources to other purposes.'



Representing Teachers' Knowledge

A web-based snapshot using the Carnegie Foundation's KEEP Toolkit.

Professional Mentoring for Developing Trainee Teachers' competence in meeting the DfES Standards for QTS

A web-based template using the Carnegie Foundation's KEEP Toolkit.

The process of professional mentoring in ITT

A web-based snapshot using the Carnegie Foundation's KEEP Toolkit.

A role for visualisation in ITT?

A research enquiry into the potential for enabling novice teachers to use visualised 'positive possible selves' in goal setting for their own professional development.

Creativity in Initial Teacher Training

A workshop organised by the Teacher Training Agency

Ros' research into mentoring beyond induction

Ros is a mentor who participated in a Summer School on mentoring: Theory and Practice organised by the University of Bath. She was awarded a merit grade for her assignment.

This web page was created using the [MERLOT Content Builder](#),
an adaptation of the KEEP (Knowledge Exchange Exhibition Presentation) Toolkit originally developed by the
Knowledge Media Lab of The Carnegie Foundation for the Advancement of Teaching.

The Process of Professional Mentoring in Initial Teacher Training

<http://www.MentorResearch.net>

Click on this link to read several mentors' action research accounts of their professional practice.



Structuring professional mentoring sessions

Professional mentoring depends on participation by the mentor and the trainee teacher and it takes place across three time zones: past, present and future. There is a parallel process in learning to teach and learning to mentor. You should begin with planning, thoroughly and meticulously and as you become more confident and skilled use the plan as a springboard for your creativity. One of the reasons that mentors are so short of time is that senior management often does not recognise the need for planning time. One hour per week cannot be sufficient unless some of it is allocated to the mentor's own planning and reflection in preparation for and following mentoring sessions. The most proactive phase of mentoring is in the early days and so a case might be made for allocating more time at the outset of the year and less as the trainee becomes more self-sufficient. Mentor and trainee will come to know one another better and mentoring usually shifts productively to a form of co-enquiry and away from a more coaching focused model.

Structuring each mentoring session (extracts from *Mentoring in Schools*, 2000, p.22)

The three main sections of each mentoring session - and you may initially decide to allocate some of your designated time to each - are feedback, present considerations and planning.

Feedback

Begin by putting your trainee teacher at ease, explain your objectives for the session and listen carefully (and take on board) your trainee's objectives too - mentoring sessions are whenever possible a form of constructed co-enquiry where mentor and trainee teachers are looking

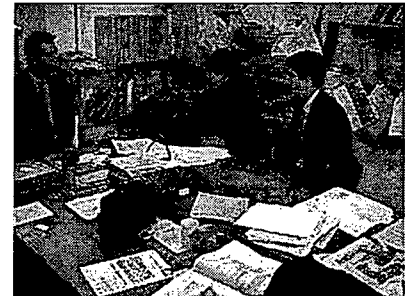


Using Coaching Techniques in Mentoring

If you imagine a triangle of professional values, professional knowledge and understanding and professional skills (which is at the heart of the Scottish Standard for Initial Teacher Training) then coaching pertains to improving skills. One of the most effective ways of enabling a trainee to see where they might improve their practice is to encourage them to video record their lessons or to offer to video record sections or entire lessons for them. Correspondingly, a mentor should never ask a trainee to do something they would not be prepared to do - so inviting a trainee to video your lessons seems a fair equation. In this photograph a PGCE tutor (Sarah Fletcher) and a novice teacher (James Turney) are watching a video clip of James' lesson. James is choosing where he sees his teaching is working well and also identifying where he (and his mentor) feel he needs to improve now. In this case, James wants to ensure that all of his class are on task and he has noticed that one pupil is not quite paying attention. he discusses various strategies as he watches and sets out an action plan for the next lesson. The lesson is to be video recorded and discussed afterwards to see if/where James has improved his techniques. The effect is stunning as James zeroes in on the pupil who was not paying attention and has video evidence to support his claim (in his professional development portfolio) that he is now addressing a former area of concern. A mentor can assist a trainee in collecting evidence of improvement by annotating lesson observation notes with the time displayed on the video film when a particular skill is engaged with and improved.

[The Scottish Standard for Initial Teacher Training](#)

Form Tutor Mentoring



Assessing Trainee Teachers' Readiness for QTS

As this photograph is intended to show, monitoring and assessing trainee teachers' progress towards the award of Qualified Teacher Status is a collaborative activity between the trainee, the school-based mentor (and professional tutor) and the university-based tutor. Assessment should never be something 'done to' the trainee but rather done which in a supportive and democratic way. Reaching decisions about readiness for QTS should be based on evidence and for this reason if no other a trainee should be encouraged to create professional development portfolio showing aspects of their own 'best practice' and recording the targets set and achieved throughout the training programme. There should be a clear paper trail (and ideally - video trail) between the beginning of the training process and the achievement of QTS and most of all there should be NO surprises where the trainee suddenly discovers that they have not made sufficient progress for the award of QTS. Reports on teaching should be drawn from the observation notes and (minuted) discussions of regular mentor meetings. Targets for improvement should be realistic and regularly monitored and areas of concern flagged up early so that trainee and mentor work together to address each one, where possible, using an action research approach.

Qualifying to Teach

This is the website for the Teacher Training Agency in the UK.

Trouble Shooting in Action with Trainee Teachers

How does a professional mentor assist a trainee who is not going to achieve the award of QTS? There are some guidelines that might prove useful - based on the experience of a PGCE tutor and school-based mentor who has had to (occasionally) break the news to a trainee

for suitable solutions and positive professional dialogue. There will be crises and time must be allocated to deal with these but they should be addressed in relation to the three components of structured mentoring sessions - feedback, present considerations and planning. Plan the order, whenever possible, for the three constituents and use targeted questioning to draw out your trainee's ideas.

Present considerations

Look at the issues that relate to both school- and university based aspects of the teacher training programme and undertake a mini audit - where are we - what are the salient issues being discussed (or not discussed) at present between all personnel involved in teacher training. It's not a question of theory being given out in university-based sessions and then applied in the school context - there should be an integration of theory and practice with regard to classroom realities in both locations so the programme is dovetailed between providing factions. The mentor needs to know what is covered in university sessions and the university needs to know what is covered in school-based sessions each time they occur - a training log is not a luxury - it is a necessity.

Planning

Planning for future discussions and activities needs to be predicated upon the feedback and review of status quo. The objective here is not to give broad rhetorical leaps in practice but systematic plans that can be bench-marked and carefully (self) monitored by the trainee with the mentor's assistance. Assessment as a basis for planning is a collaborative activity as it is essential for a trainee to feel not only aware of what the goals are but owning the process of achieving these goals. The planning stage should set out how to meet any targets relating to QTS - achieving QTS needs to be at the heart of planning as does a clear understanding of how evidence will be gathered. This third part of the cyclical construct of a mentoring session should be appropriately challenging as well as supportive.

Observing lessons

Fletcher, S. (2000) *Mentoring in Schools*, London, RoutledgeFalmer, Chapter 5

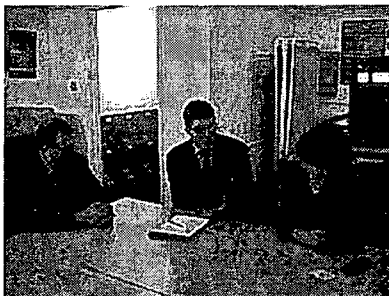
Observing lessons (Fletcher, 2000)

Giving Feedback to Your Trainee Teacher

Fletcher, S. (2000) *Mentoring in Schools*,

Initial Teacher Training should prepare the trainee not only for subject teaching (where appropriate) but also for form tutoring - for taking responsibility for the development of a tutor group of students in a particular year and seeing to their pastoral as well as their curricular needs. Form tutors working with trainees and assisting them in understanding the complex and sometimes difficult as well as enormously rewarding work as a form tutor need support in mentoring just as subject mentors do. A form tutor mentor needs to be in contact with the subject mentor (where appropriate) as well as the visiting PGCE tutor who visits the trainee three times or more per year.

Fletcher, 2000, Form Tutor Mentoring



Stimulating Trainee Teachers' Reflective Practice

In this photograph you can see Jack Whitehead, James Turney and Sarah Fletcher. James has been asked by Jack how far the mentoring and tutoring he has received has influenced his work as a teacher. James is addressing his response to Sarah and giving her feedback about her own tutoring and mentoring. By probing yet empathetic questioning a trainee teacher can be encouraged to stand back from their own concerns about learning to teach and helped to see the 'bigger picture' of teacher training. This is essential if trainees are not to become over preoccupied about their own strengths and weaknesses and supported and challenged to realise that as a teacher they are intimately part of a team - just as the mentor, tutor and trainee are a team endeavouring to assist the trainee to gain qualified teacher status. Questioning as well as listening are essential skills in mentoring - open ended questions with no one 'correct' answer work well as does asking the trainee to ask the mentor questions about the lessons the trainee observes. Opening yourself up as a mentor may feel uncomfortable at first but if mentor and mentee are to develop professionally collaborative enquiry into improving teaching is the key. Communal mentoring can be highly productive in terms of stimulating reflection by all concerned - communal in the sense that a group of colleagues each take responsibility with the trainee for offering

that they will not be furthering their career as a teacher (as yet?). One of the most difficult situations is knowing how to tell a trainee who has set their heart on becoming a teacher that they are not going to make it. Always stick to the facts and use the Standards for QTS as basis for counselling a trainee off the training programme. If you have been honest and straightforward with your trainee chances are that he or she will already realise that a teaching career is not for them. To protect yourself as a mentor as well as protecting the interests of a trainee always ensure that decisions about ending training are made in full consultation between school-based mentoring staff and university-based tutors if the problem arises in e.g a PGCE course. The interests of the pupils have to come first and if a trainee is endangering the well-being of a group of pupils through neglect or (very occasionally) malice be sure that you have given regular and appropriate feedback. If you know your trainee is failing do NOT expect someone else to tell them while you maintain your mentoring relationship as if nothing untoward has happened. You owe it to your pupils, trainee and university-based colleagues to flag up problems early - perhaps telephoning your university-based colleagues each week or at least once per fortnight if only to say that all is well - alternatively send an email. Good communication is essential. Letting someone know they are failing does not reflect badly on your mentoring - it shows you have integrity.

OfSTED Inspections in Initial Teacher Training

There are two very different and distinct perspectives on visits by inspectors from the Office for Standards in Education (OfSTED). On the one hand some schools feel very strongly that trainee teachers should not be involved or even on the premises. The solution is to dispatch the trainee to another school to further a different aspect of their professional development. It is far better, in my opinion, for trainee teachers to be on site and included in the inspection process. If a school and therefore a mentor is (justifiably) proud of the systematic training programme they offer there is no reason for trying to hide it in practice. Trainee teachers can bring very real benefits to schools in terms of offering additional help (so long as they are not overloaded) with ICT, with school visits and with a host of other school-based activities. It is ESSENTIAL to remember that a trainee cannot be accorded full responsibility for teaching prior to gaining QTS and should NEVER be placed in compromising situations. Using a trainee as an unpaid supply teacher is going to come out during inspection. It is unacceptable, from a legal

London, RoutledgeFalmer, Chapter 6

Planning Lessons with your Trainee Teacher

Fletcher, S. (2000) Mentoring in Schools, London, RoutledgeFalmer, Chapter 7

<http://www.MentorResearch.net>

By clicking on this link you can gain access to a website dedicated to research for and by school-based mentors. The review of Mentoring in Schools on <http://www.amazon.co.uk> reads: 'Having recently become a student mentor in my school, for students entering the profession through School Centred Initial Teacher Training (SCITT) I have found this guide invaluable. It has given me relevant advice about observation of lessons, how to give good feedback to my mentee, how to go about planning lessons with my mentee and other important information and advice needed throughout the placement year. I thoroughly recommend it.'

an opportunity for educational discourse.

Encourage your trainee to use action research approaches to meeting the standards for QTS.

You can find out about how Emma Kirby has used action research for her development. Click on this link.

[Action Research and Mentoring](#)

Stimulating Your Own Reflective Practice

If you approach mentoring as action enquiry not only in support of your trainee seeking qualified teacher status but in pursuit of your own professional development, you find yourself in a context that demands reflective practice. This is where your own creativity can be channelled and refined and where you can feel the benefits of being a mentor to the full. You are playing a key part in ensuring that our Profession is peopled by thinking and caring teachers who resist the high attrition rates that bedevil so many young and more experienced school teachers. You may be able to obtain funding and research mentoring to enable you to gain accreditation for your own action enquiry.

Opportunities for Mentor Research

Did you know that you can gain accreditation as a mentor - it's easier than you might think! Click on this link to Bath Spa University. Email Sarah Fletcher at s.fletcher@bathspa.ac.uk

and from a professional point of view.

So far as training programme are concerned inspections are concerned it is important to remember that training relies on partnership. The school has a duty to assist with OfSTED inspections of training programmes and to ensure that university-based tutors have been briefed about trainees' progress throughout the ITT programme. Ensuring that arrangements for OfSTED have been made known across the subject department or year group prior to the inspectors' arrival is a must as is a united and well organised front when the inspection gets underway. Ensure that colleagues have some understanding about the training programme and have a best practice file ready to evidence claims that the school-based programme is well executed.

Moving on in Mentoring Relationships

Many mentors find that over the course of the training programme the trainee becomes a personal and professional friend. This is very special and valuable friendship for both parties. The only blot on the horizon at the end of a formal mentoring relationship is that it may end without trace. Letting go is a must if a trainee is to grow into a professional colleague and not a clone. It is wise to enable the trainee to work in an increasingly autonomous way, aware of the responsibility that is becoming their as a professional gatekeeper as well as pioneer of teaching. Each mentoring relationship is different. Even if a mentoring relationship doesn't lead to the trainee achieving QTS it is nonetheless valuable. Why not research your own practice as a teacher (see Emma Kirby's work on the link below)

[Teacher Research.net](#)



Professional Mentoring for Developing Trainee Teachers' competence in meeting the DfES' Standards for QTS

<http://www.MentorResearch.net>

What are the current (UK) Standards for Qualified Teacher Status?

(Department for Education and
Skills)

Professional Values and Practice

These Standards outline the attitudes and commitment to be expected of anyone qualifying to be a teacher, and are derived from the Professional Code of the General Teaching Council for England.

Knowledge and Understanding

These Standards require newly qualified teachers to be confident and authoritative in the subjects they teach and to have a clear understanding of how all pupils should progress and what teachers should expect them to achieve.

Teaching

These Standards relate to skills of planning, monitoring and assessment, and teaching and class management. They are underpinned by the values and knowledge covered in the first two sections.

The Standards apply to all trainee teachers, whatever route they take to Qualified Teacher Status. They allow providers autonomy in deciding how they will organise their training and respond to individual trainee teachers' needs. They do not set a curriculum, nor do they specify how training should be organised or run.

These Standards are a rigorous set of expectations and set out the minimum legal requirement. We know that many primary teacher trainers will choose to supplement this minimum by continuing to offer a subject or phase specialism. Other trainers may choose to provide additional training which develops trainee teachers'

What might an in-house school-based mentor development programme look like?

This is the draft programme for 3 half-day sessions for ITT mentors to be held at a Bath Spa University Partnership School in 2005-6. The underlying assumption is that many of the mentors at this school are already highly experienced and professional practitioners and they will act as mentors for less experienced staff over the course of the programme. The three sessions have been requested by the (acting) Head Teacher and will be convened by Sarah Fletcher. The intention is not that Sarah will 'tell us what to do' but that she will lead conversations and activities to draw out existing knowledge and to stimulate new ideas. That is her role - her area of experience and expertise as a mentor for mentors. Sessions at the school complement but are not intended to replace university-based PGCE meetings.



What might a (generic) PGCE mentor

What might a (Subject Specific) PGCE mentor support handbook focus on?

In addition to a subject mentor handbook subject PGCE tutors may like to provide mentors with minutes of mentor development meetings and the subject evaluation report written by the PGCE subject tutor in collaboration with subject mentors i.e. compiled from their feedback about the quality of PGCE tutor support.

Subject mentors need to be fully aware of OfSTED requirements in a subject area if one is due and should be given copies of OfSTED findings for the previous inspection if it is within a year. QA is a collaborative responsibility. Mentors need to be aware of any shortcomings identified in OfSTED inspections especially where they relate to mentoring and be part of the process of identifying short, mid and long term goals in improving ITT mentoring provision. They need to be reassured by evidence that the PGCE programme is addressing any weaknesses.

Contents:

Front Page - Contact details (phone, email, FAX for the PGCE subject tutor)

Forward written by the subject PGCE tutor

Dates and Deadlines:

Dates of school placements with an overview of the course provision each week being provided in the university.

Assignment deadlines for the trainee and details of where the mentor is expected/invited to assist in assessment.

Dates for mentor meetings and completion (and submission) of reports on the trainee's teaching and school work.

knowledge and skills, for instance by offering:

- a specialist area of study such as the teaching of children with special education needs, or gifted and more able pupils, or a curriculum area such as Personal, Social and Health Education and Citizenship

- a non-National Curriculum subject specialism

- training to meet the Standards for Teaching and Supporting Learning in Further Education

- an area of training relevant to the traditions or needs of a region, such as training to work in multilingual classrooms.

DfES Standards for Qualified Teacher Status

Handbook of Guidance for QTS providers



Caroline: Every pupil should have the opportunity to succeed

What do trainee teachers say about their professional values?

I believe that all teachers should ensure that every pupil has the opportunity to succeed.

Teachers should aspire to provide a safe environment for people to learn and just to 'be'.

The professional values that all teachers should aspire to are fairness, and equality of opportunity.

You are such an important role model. You could be one of the most important adults in children's lives, throughout the day.



What resources / references can

support handbook focus on?

Contents:

Introduction from the Head of ITT

QA - responsibilities and mechanisms for accountability

Section One

The Role of the Mentor in Our PGCE Partnership

i) The Main School Placement: Key tasks for the mentor

ii) The Complementary School Placement: Key tasks for the mentor

Section Two

The Role of the Mentor in Relation to the Standards

i) The Standards for QTS - where to look for details

ii) Holistic approaches to working with the Standards

iii) Using descriptors for summative purposes

iv) Using descriptors for formative purposes

Summary: Assessing trainee teachers in relation to the Standards

Section Three

The Professional Development Portfolio

i) What is the portfolio?

ii) How will the portfolio be compiled?

iii) Monitoring and reviewing the portfolio - the mentor's role

iv) Compiling 'best practice' evidence (the trainee teacher's and the mentor's role)

v) Using the portfolio as evidence in writing reports on trainees' progress

vi) Diagram to show how the portfolio is central to the PGCE programme

Appendices

Appendix 1 Standards for QTS - DfES full version

Appendix 2 Main focus areas in the Standards for QTS

Appendix 3 Mapping evidence and areas for development in relation to the Standards

Appendix 4 Action Planners for use in mentor meetings in the Main School Placement

Appendix 5 Action Planners for use in mentor meetings in the Complementary School Placement

School-based Tasks

Weekly school based tasks which have been agreed by the working party for subject PGCE development

Suggestions for mentor meeting discussions with the trainee (and where appropriate with the PGCE subject tutor)

Priorities for the period of school placement in relation to the Standards for QTS

Assignment Outlines

For discussion with trainees to ensure that appropriate teaching opportunities are given to the trainee teacher.

Timetable pro formas (p/copiable)

(to be retained in school and sent to the PGCE subject tutor). These need completing and updating regularly or the trainee teacher and their mentor to assist in arranging for three way meetings during PGCE subject tutor visits.

Lesson observation pro formas (p/copiable)

(which encourage and support structured observation around Standards for QTS and feed into assessments)



What stages might trainee teachers and their mentors pass through working towards QTS?

There are no hard and fast rules but research (Fletcher, 2000) suggests that trainee teachers and mentors are likely to pass through a series of stages. Obviously, much depends on the starting point and if for example a trainee has experience of teaching in a different context before embarking on a PGCE course they may well be beyond the suggested initial stage.

Furlong and Maynard (1995) identify five broad stages in student teachers' development:

Stage 1 early idealism

Stage 2 personal survival

assist school-based mentors working with trainees?

Training and Development Agency
The Training and Development Agency site provides a range of essential resources for ITT providers.

Doing ITT Introductory Module

Doing ITT Module 3

Doing ITT Module 4

Doing ITT Module 5

Doing ITT Module 6

Doing ITT Module 7

Doing ITT Module 8

Doing ITT Module 9

Doing ITT Module 2

Useful websites

<http://www.gtce.org.uk>

<http://www.becta.org.uk>

<http://www.dfes.gov.uk>

<http://www.teachernet.gov.uk>

<http://www.TeacherResearch.net>

Useful literature about ITT Mentoring

Brooks, V. and Sikes, P. (1997) *The Good Mentor Guide: Initial Teacher Education in*

Secondary Schools, Buckingham, Open University Press

Capel, S., Leisk, M. and Turner, T. (1995) *Learning to Teach in the Secondary School*, London, Routledge

Colley, H. (2003) *Mentoring for Social Inclusion*, London, RoutledgeFalmer

Feiman-Nemser, S. (1998) 'Teachers as Teacher Educators', *European Journal of Teacher Education*, 21 (1) pp. 63-71

Fish, D. (1995) *Quality Mentoring for Student Teachers*, London, David Fulton

Fletcher, S. (2000) *Mentoring in Schools: A Handbook of Good Practice*, London RoutledgeFalmer

Furlong, J. and Maynard, T. (1995) *Mentoring Student Teachers*, London, Routledge

Hawkey, K. (1997) 'Roles, Responsibilities and Relationships in

Appendix 6 Lesson observation sheets with section relating to each main standard focus

Appendix 7 Dates of the school placements and deadlines for summative reports by mentors/PTs

Appendix 8 Dates and Foci for Partnership Mentor Liaison Meetings for the academic year

Questions PGCE Tutors should ask ITT mentors (but usually don't!)

Why do you agree to do mentoring if you don't have allocated time to do it?

Why don't you go for accreditation at MA level for the mentoring you are doing?

How do I know our trainee is having difficulties if you don't email or ring me up regularly?

How can I support you to become an effective mentor if you are busy when I visit?

Why don't you write the formative report with our trainee so we are all kept informed?

Why didn't you tell me that you didn't have access to PGCE programme documents?

Questions ITT mentors should ask PGCE tutors (but usually don't!)

Why don't you make an appointment to see me when you visit our trainee teacher?

Why don't you ask me to observe our trainee with you so we can compare notes?

How am I supposed to know what to do if you don't provide me with a handbook?

How am I supposed to find time to mentor when I don't have any protected time?

Where is the on-line mentoring support I need so I can just ring or email for help?

Why don't you give me a week by week guide so I know what you do at the university?

Stage 3 dealing with difficulties

Stage 4 hitting a plateau

Stage 5 moving on

How do these stages influence mentoring?

Stage 1 early idealism

The dreams of being a 'real' teacher are to the fore here - some of the dreams are unrealistic but some need nurturing as they will support the trainee in struggles ahead. The trainee's own history will largely determine how they perceive teaching and they can be helped to understand their assumptions the mentor can draw out their images of significant teachers in their lives. Who are their role models and what kind of teacher do they want to be?

Stage 2 personal survival

Once the early idealism fades trainee teachers can become obsessed with survival! They are usually are tired and stressed and they need nurturing. They need frameworks and order to help them come through and they need supportive and constructive mentoring which embodies coaching at this stage. Above all, trainees usually feel very vulnerable and that their mentor has all the answers - or should have! Their goal is 'to be seen as a teacher' and here the mentor has a key role. Essential to mentoring at this stage is setting tasks that enable the trainee to experience success while gently moving them out of assumptions that limit their growth. It's tempting to wade in and protect as a mentor - but better to enable the trainee to learn how to develop coping strategies of their own. mentoring needs to be structured so the conversation is stopped by harrowing accounts of what is going wrong!

Stage 3 dealing with difficulties

Trainees become aware of what they know - and what they don't. They need support and challenge now that they have moved beyond sheer panic! They need to have a good model in the mentor for managing multiple pressures without bolting for help - and this is where communal mentoring in a school can help. Avoiding the danger of creating trainee teacher clones, the trainee would be encouraged to work

Mentoring: A literature review and agenda for research', *Journal of Teacher Education*, November-December 48 (5) pp. 323-336

McCulloch, M. and Fidler, B. (1994) *Improving Initial Teacher Training?* London, Longman

Mullen, C. and Lick, D. (1999) *New Directions in Mentoring*, London, Falmer Press

Shea, G. (1992) *Mentoring: A Guide to Basics*, London, Kogan Page

Stephens, P. (1996) *Essential Mentoring Skills*, Cheltenham, Stanley Thornes

Tomlinson, P. (1995) *Understanding Mentoring: Reflective Strategies for school-based teacher preparation*, Buckingham, Open University Press

Questions that school-based mentors and PGCE tutors should discuss together

How can we pool our respective expertise to assist our trainee to get QTS?

How can we develop a teaching programme which complements what happens in school and in the university - where we both take some responsibility for teaching?

How can we build up a series of video vignettes of good practice in subject teaching?

How can we create video clips that we can discuss in mentor development sessions?

How can we build trust between us so we both reach our professional potential as we assist our trainee teacher to get QTS?

alongside teachers with different styles of teaching and management and encouraged to find their own teaching-as-learning style.

Stage 4 hitting a plateau

The trainee is growing in confidence so much so that they may default to the too comfortable. They need to be helped to build confidence in their own abilities true enough, but to problematise those areas of their teaching where they can develop more potential.

The trainee needs to be systematically supported as they are presented with problems with teaching and learning - their own and their students. They need to develop self-motivation.

Stage 5 moving on

Challenging trainees to go beyond compliance and grapple with their own and others' underlying assumptions about education and how they can become responsible for their own professional development. This is where the mentor has to be ready to let go - to become a co-enquirer into classroom practice and to be prepared to be challenged as a professional educator.



The Inspectors Call ... lesson observation.

Integrating mentoring and action research into Kounai-ken: teachers' professional development with Japanese abilities.

Sarah Fletcher, Bath Spa University

Presented to the Annual Conference for the British Educational Research Association,

University of Glamorgan, Cardiff, Wales, 15 September 2005

TeacherResearch.net

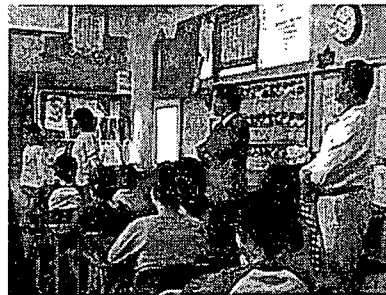
Representing Teachers' Knowledge
Mentoring and Action Research for CPD

Carnegie Foundation KEEP Toolkit templates

PowerPoint December 2004: Mentoring and Action Research
Keynote presentation Tokorosawa Teachers' Centre, Tokyo



Observers line the classroom



Close observations as the lesson unfolds



Video and non-participant observation in class



Kounai-ken in action (0.25 minutes)
The boy (to the right) counts observers



Children listen to teachers' instructions (0.25 minutes)



Children read aloud the account they have written (0.5 minutes)

What is the focus of your investigation?

In my contribution to our symposium I will be examining the role of kounai ken in Japanese Teachers' Professional Development based on the paper given by Asada (2004). From here, I will reflect on my observations of two sessions of kounai ken during a visit to Niigata and Tokyo in December 2004. I will compare and contrast experiences in OFSTED inspection with my understandings of this primary form of teachers' professional development in Japan. Finally, I will seek to show how my learning has been informed by my experience of kounai-ken. I have been invited to offer lecture workshops about mentoring integrated with action research during five visits to a total of three locations in Japan since 2000.

In my presentation, I will look at how my approach to integrating mentoring in action research to assist teachers' professional development has evolved as a result of my visits and research collaboration with Professors Asada

What results have emerged?

Kounai ken (Asada, 1994) is the main form of teachers' CPD (continuing professional development) in Japan.

It is divided into three parts: Jitzen-ken (before the lesson) which is discussion about the lesson planning; Teaching in the classroom; Jigo-ken (after the lesson) where there is discussion about the observed lesson by all teachers and (potentially) the creating of new practical knowledge.

The first two sections are paralleled in my experience of OFSTED inspections in the UK, but the third - where all the observers have an opportunity to discuss what happened in class and pass judgement, is different. Some of the observers are from the same school as the teacher being observed, some from faculty and some from the city/prefecture board of education. Usually just one OFSTED inspector is present a lesson. In Japan the observers line the

What was your approach and/or what evidence have you gathered?

This web-based snapshot represents the climax of five years collaborative enquiry with Professors Asada and Ikuta and colleagues who share my commitment to mentoring and action research. We have engaged in enquiry together, exploring ways of enabling teachers' continuing professional development in our respective countries. We have drawn on the idea of Mc Niff and Whitehead (2002) but over time and through experience we have extended the work of these authors. In 2000 I visited Japan with Jack Whitehead and I well remember co-presenting workshops with him. His approach to action research focusing on the "I" is enabling where more traditional positivist approaches can inhibit the expression and explication of teachers' experiences of their own professional growth. However, since that visit I have come to realise that in a culture where 'face' is important starting from the premise "I have a

and Ikuta. Using the PowerPoint presentation that I prepared for my most recent visit to speak to teachers as potential action researchers in Tokyo, I will share my own perception that mentoring relationships might be integrated into kounai-ken in order to sustain this form of Continuing Professional Development for teachers. Mentoring in Japan is usually associated with a hierarchical apprenticeship model but I suggest that a model of mentoring as collaborative enquiry could become a more useful perspective, not only for initial teacher training but also for career long development.

In my paper I will explicate how my approach to action research has been modified in the light of sharing understandings I have gained. Increasingly, I am coming to realise that, starting from a positive basis "I am good at ... but want to improve can be a better for professional development than "I have a problem."



The stimulus for this class' story writing



The assistant principal arrives!

What resources have you found helpful?

Asada, T. (2004) *A Case Study on the Function of Kounai-ken for Teachers' Professional Development in Japan*, BERA 2004, Manchester

Fletcher, S. (2000) *Mentoring in Schools: A Handbook of Good Practice*, London, RoutledgeFalmer

Ikuta, T. and Takahashi, T. (2004) *A Study of Japanese Teachers' Practical Knowledge by means of an on-going cognition method*, paper presented at BERA 2004, Manchester

Lewis, C. (2000) *Lesson Study: The Core of Japanese Professional Development*, invited address to the SIG on Research in Mathematics Education, AERA, New Orleans, April 28, 2000

McNiff, J. (2002) *Action Research Principles and Practice*, London, RoutledgeFalmer

MEXT, (Ministry of Education, Culture, Sports, Science and Technology, (2002) *Developing a Strategic Plan to cultivate "Japanese with English Abilities"* accessed at <http://www.mext.go.jp/english/news/2002/07/020901.htm> on 16 August 2004

MEXT (1998/7) *National Curriculum Standards Reform for Kindergarten, Elementary School, Lower and Upper Secondary School and schools for the visually disabled, the hearing impaired and the otherwise disabled.*

Research about CPD in Japan

This link takes you to the section devoted to Japanese educators' writings

classroom and freely circulate to ask the students about their learning. It is a much more communal event and occurs 6 times in each school year, on average.

According to Asada (1994) 'In Japan almost all schools have many, many problems which are bullying, refusal to go to school, declining achievement and so on'. The aim of this study is to ascertain the potential benefit of integrating action research with mentoring into the practice of Kounai-ken, to enhance teachers' professional development and to help them enhance teaching and learning in Japanese schools.

'Kounai-ken is regarded as the key place of learning in community for teachers ... in spite of the importance of peer teachers for teacher development, little is known about the kind of practical knowledge which teachers have individually and would be actually expressed, created, and regenerated by teachers in kounai-ken.' (ibid, 1994)

The changing culture of CPD in Japanese schools

According to Lewis (2000) 'Within Japanese schools, and perhaps within Japanese culture more widely, hansei - self-critical reflection - is emphasised and esteemed. Both teachers and students set goals for self-improvement in a quest for character improvement (that) is close to being a national religion.' So why is there a growing problem in truancy, bullying and underachievement in Japanese schools? partly this is to do with the influx of ideas and role models from outside Japan - many inducted through the Internet which gives easy access to youth cultures of variable productive value. Partly, it is due to a shift in focus in Japan where there has been a steep incline in the attention given to becoming more western (MEXT, 2002). Partly it is because, as in the UK, the speed and frequency of government initiatives have often overtaken teachers' capacities to evolve educational practice and some teachers are feeling disillusioned and exhausted. Nevertheless, Kounai ken (Asada, 1994) is potentially a highly effective form of professional development as it is rooted in consultation in lesson planning, observation and post-observation discussion. Additionally it regular and regulated by outside agencies (the Prefecture) as well as by the school inspected (Lewis, 2000)

The National Curriculum (1998) stresses the centrality of a highly skilled and autonomous workforce ' 5. Teachers: It is necessary to place great value on children' ability to learn and think independently, to select educational content carefully and to make efforts to improve educational activities. To promote these successfully, teachers need to improve their teaching skills. This requires further improvement on teacher training, appointment and in-service training'.



problem" can be inhibiting for some teachers.

Similarly much of the jargon and quasi-philosophical debate has unfortunately ring-fenced aspects of self-study action research (witness the JISCmail discussion group for the Practitioner Research SIG whose outcome was to establish a new and more simply spoken TeacherResearch discussion group). The approaches that my Japanese colleagues and I have adopted has been and continues to be rooted in practical considerations. We work together trying to find ways to improve teachers development and implementing action research and mentoring in the process. However, whereas action research of the kind How can I improve? is developing a strong following mentoring in Japan remains at present restricted largely to instruction reified in a highly hierarchical model (Asada, 2005, presentation to BERA in this symposium). Colleagues in Japan are using video, audio recording and emails to explore mentoring and provide data which we can synthesize into evidence to support our claims to know. We are collaborating to change the culture to an understanding of mentoring as action enquiry to improve practice and in the process we are aiming to enable teachers to co-create new knowledge as they improve their teaching and students' learning.



Observations on this Kounai ken are shared



Professor Asada discusses Kounai-ken (0.20 minutes)

Interim Conclusions

I have called this interim conclusions because although the successful introduction of action research is well underway in some areas (the work of Professors Asada, Ikuta and Sawamoto respectively in Kobe and Tokyo, in Niigata and again in Tokyo is highly significant) mentoring as instruction based on the traditional model of apprenticeship in Japan continues to hold sway in teacher education. During my last visit in December 2004, I sensed an excitement and great interest in the potential of enabling a flat hierarchy in mentoring where there is potential for an exchange of expertise. There are inhibiting factors - not least in initial teacher training the practicum of just four weeks in schools. However, action research with mentoring as CPPD (continuing personal and professional development (Fletcher, 2000) seems to offer substantial promise.

My own experience of participating twice in Kounai ken (in Tokyo and in Niigata) leads me to the tentative conclusion that Kounai-ken is followed by less of an open discussion than a pronouncement of how the lesson has been perceived by observers coming to a (not necessarily) consensus view. The role of the sensei or master teacher tends to be venerated,

in the web site at
<http://www.TeacherResearch.net>



Toni shares her insights into her successful practice with the teacher research group at Westwood St Thomas School. (1.25 minutes)

Almost everyone seemed sure what to do.



Individual effort is rewarded in class.

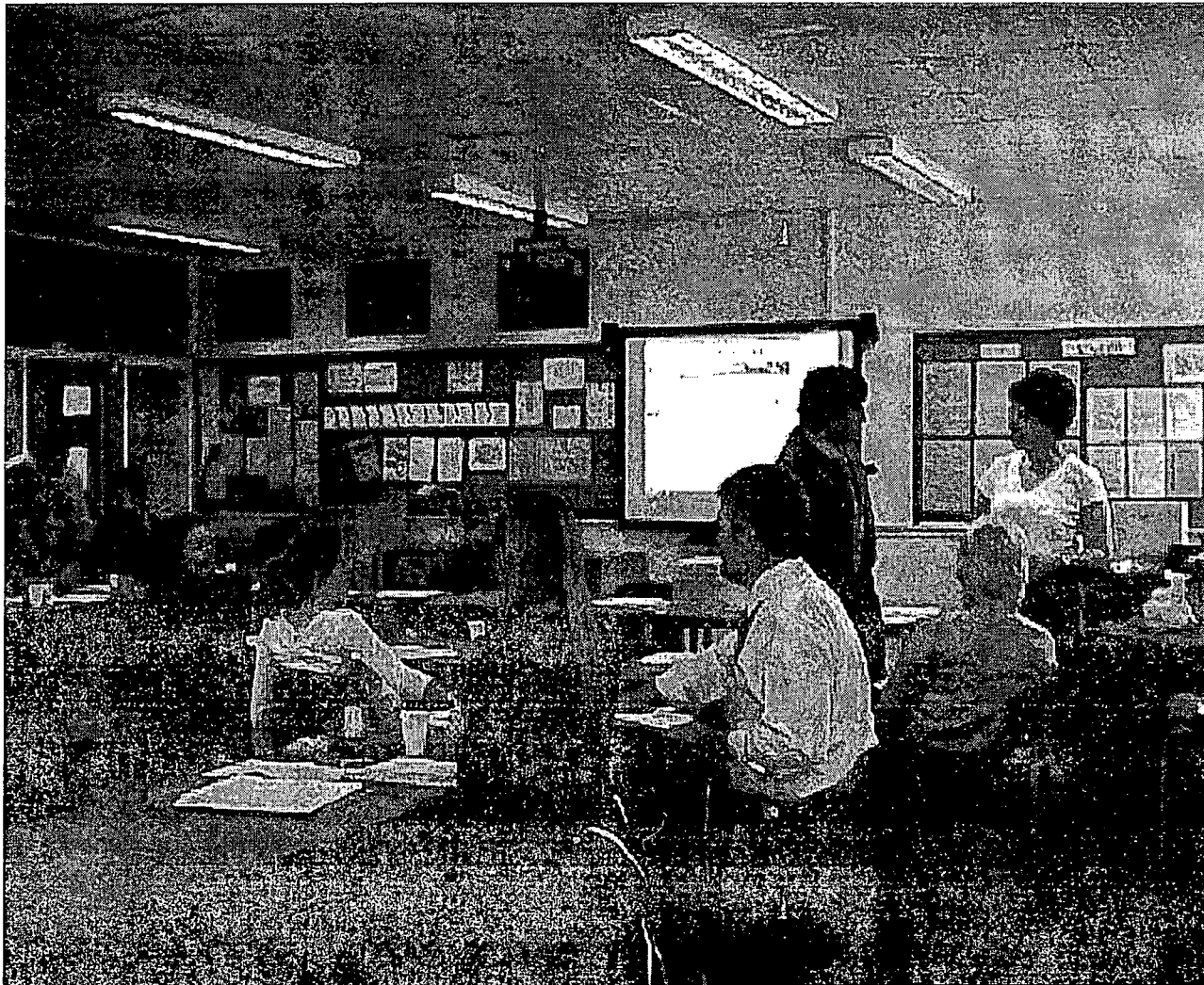


How can we learn about this lesson? (1.00 minutes)

Teachers may not always concur with the observers' opinions but they seem somewhat reticent to challenge them and share insights. It seems to me that Kounai ken offers a unique and practice enhancing experience. However the culture of waiting for a party of experts to pronounce on the merits and weaknesses of a lesson rather than engaging in democratic debate may be an opportunity as yet not fully exploited for the growth of new knowledge about pedagogy. Asada (2004) confirms this perspective where he says that as yet we know little about teachers' own practical knowledge. It tends to remain tacit. One wonders if discussion between teachers and on-going action research integrated with mentoring as co-enquiry as a whole school approach to improving practice might not be a workable and useful development. Certainly this would be my perspective as a valuable development in the UK in preparation for OfSTED inspections. Rigorous classroom based research with peer mentoring could generate knowledge. Web-based snapshots like this, (Carnegie KEEP Toolkit) could be the ideal tool for sharing and disseminating ideas.

[Mentoring and action research in Bitterne Park School](#)

This electronic portfolio was created using the KML Snapshot Tool™, a part of the [KEEP Toolkit™](#), developed at the [Knowledge Media Lab](#) of The Carnegie Foundation for the Advancement of Teaching.
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Bitterne Park Teacher Research Group

A report on the inaugural meeting

Wednesday 11 May 2005 3.00 - 5.00 pm

The Research Mentor's Tale

<http://www.TeacherResearch.net>

<http://www.MentorResearch.net>

[Http://www.StudentsResearch.net](http://www.StudentsResearch.net)

The Bitterne Park/Bath Spa Agreement

The three websites are designed to assist in disseminating action enquiries alongside the researchers with whom I would hope is that the teachers at Bitterne Park will create their own web-based resources as they become the next generation researchers - and research mentors! The Agreement between Bitterne Park and Bath Spa University College shows the negotiated context in which I am working. In creating this KEEP Toolkit Snapshot I am trying to model a possible way representing our work together as a living portfolio with photographs and text - I intend to create a snapshot for each session.

What were my aims in coming to this meeting?

I am committed to

How did I assist teachers to start talking about their research?

After we looked at some websites devoted to action research each

What is my approach?

I am seeking to stimulate conversation and offer mentoring support - rather than to transmit predetermined course content. I very much want the module to be tailored

bringing teachers into research and to generating a capacity, within the profession of teaching, for teachers to help others to research their practice with the intention of improving it. I am here to help you get an academic qualification - not to make getting it a hurdle. I hope that when the group moves on from Bitterne Park that they will start their own teacher enquiry groups to sustain systematic enquiry in their classrooms.

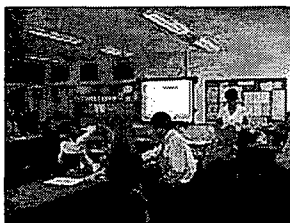
My objectives were to:

- * help each member of the group to understand how to research their practice by developing a concise and evocative research question.
- * enable each individual to learn how to engage critically with appropriate literature.
- * understand that teacher research and action research are not necessarily the same but that action research leading to school improvement is a vital and integral approach to professional development. Action research is not research for its own sake ...
- * raise awareness that there are different approaches to action research - using web-based technology to assist us in developing our understandings.

What resources and references did I find helpful?

Most of all, I found the

person, in discussion with colleagues, developed a short



presentation, which we videoed. Each teacher responded to these questions:

- * Who are you?
- * What is your own definition of action research?
- * What is your chosen area of interest to research?

The energy and excitement in sharing ideas as we listened was stunning! One of the techniques I find useful is to stress that as researchers we are not committed to preserving our original research question - our question can develop in a living way as we learn ...

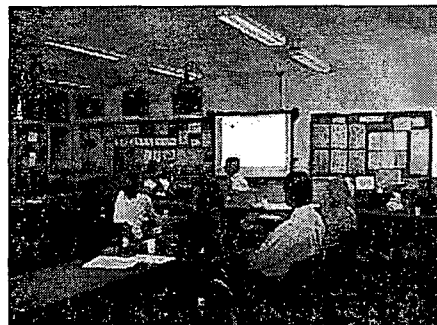
What questions arose to frame our developing understandings of action research?

- * What is your own definition of action research?
- * What is collaborative research?
- * How does the model of action research promoted by Jean McNiff differ from the one suggested on the PowerPoint presentation on the George Mason website?
- * What do we mean by the 'generative' potential of action research mentoring?
- * What is the essential difference between data and evidence to support claims to know?
- * Why is it important to choose a research question that is very tightly focused?
- * What kinds of questions would you ask to assist another researcher in narrowing down their focus?
- * What questions might a research mentor ask to assist a colleague in defining and refining their action

to the needs and strengths of this group and though I have a framework determined by this MA module - TT500MAR the content can be adapted to the contexts in which I am working. I am trying, with great deal of support from colleagues in Bath Spa and at Bitterne Park, to pilot a module that develops as we engage with it. I want the sessions to become increasingly interactive as the group finds its identity and for my role to become one of mentor - a critical friend - bringing expertise in research methodology and resources.

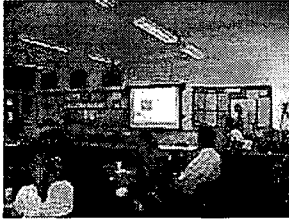
What are my objectives for the next session on Wednesday 18 May?

- * share ideas and offer critical friendship as a form of personal and professional development as each individual in the group focuses on an action research project.
- * explore creative ways to collect data - especially the use of video.
- * share ideas on how a research report can be brought to life by web-based technology.
- * discuss the generative impact of research mentoring.
- * explore some different models of mentoring.
- * relate mentoring to the model of professional development prevalent in Scotland.
- * encourage everyone to start creating their on-line portfolios like this Snapshot!



Examples of colleagues' work

Simon Riding generously shared ideas and perspectives about his



human resources - the vitality and expertise of everyone at the session inspirational. Jo assisted us all in understanding the wide remit of Creative Partnerships and the enormous potential of building long term relationships with professionals beyond the classroom context to assist learning. I was grateful to Jo for reminding me that teachers are sometimes reticent to undertake research and that my role, as a research mentor, must be to make teacher research enjoyable and worthwhile.

I found the interactive whiteboard invaluable though I am aware that I need to improve my own practice in using it! Being able to project various websites while linked into the Internet is an absolute boon to my work. The George Mason University website and Jean McNiff's offer invaluable resources for the action researcher and I hope that my own website can assist in supporting and sustaining teachers' action research.

Keeping a video record of our sessions is not only a useful aide-memoire to a busy group, it is an unfolding narrative that will enable us to communicate how we have evolved our understandings. We are already talking about the possibility of a group presentation at the

research research?

* What do you think are the most important qualities for a research mentor to possess?

* What distinguishes action research from more traditional kinds of scientific research?



What results have emerged?

By the end of the meeting each teacher had a focused research question - albeit a provisional one - that is likely to change over time. There was growing understanding about different approaches to action research and how it leads to improved practice. We had looked at different aspects of research mentoring - how it is a balance of support and challenge and the skills, understandings and values that a research mentor needs - we will be returning to this focus next week.

Teacher Researchers cannot live by discussion and listening alone - they need fun as well as food to share! They need to feel valued and an integral part of this is the presence and active participation in the group by members of the senior management team.

doctoral enquiry which he is undertaking at the University of Bath. He explained that this is an action research enquiry into his own practice as he seeks to understand - and improve - why he does what he does as a teacher at Bitterne Park School. He is exploring his value base - how he comes to be the teacher he is and why he acts in certain ways, as he takes increasing responsibility for his own professional development. Bringing together the Teacher Research Group at Bitterne Park is an integral part of Simon's doctoral study as he investigates how he 'lives through others' as a teacher.

National Teacher
Research Panel
Conference in 2006 ...

[George Mason University:
Action Research](#)

[Jean McNiff's Guide to
Action Research](#)

[http://www.Creative-
Partnerships.com](http://www.Creative-Partnerships.com)

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Knowledge Media Lab of The Carnegie Foundation for the Advancement of Teaching.

Bitterne Park Teacher Research Group

Wednesday 18 May 2005 3.00 - 5.00 pm

The Teacher's Tale

Catherine Jones:

What do I mean by 'action research'?

Reflecting on the potential for improving own practice, experimenting and trying new ideas, reflecting on and evaluating the impact of new ideas, adjusting own practice and repeating the process as necessary.

What do I mean by 'research mentoring'?

Mentoring an individual entails providing them with professional support to achieve their goals; guiding their thinking about their practice with open, probing questions; conducting structured yet flexible meetings and helping focus the nature of their professional practice/research project.

What are my expectations of my research mentor?

Encouragement, a shoulder to cry on if necessary, a professional friend, supportive, knowledgeable.

Time line for my research?

Beginning action research within the classroom in the week commencing 04/07/05 - possibly for a fortnight.

How does this impact on my chosen research project?

It has meant I will involve the pupils more in the process of research. I am still considering how to measure improvement.



Trust, progress and focus

Katie Austin

What do I mean by 'action research'?

Evaluating your own practice in a reflective and organised manner to improve the teaching and learning of pupils, to ensure the progress of the self, department, school and community. It involves asking the right questions and answering them.

How does action research influence my enquiry?

I reflect on my own practice as a teacher and why I do the job I do - the way forward for the class I teach. I hope to improve their knowledge through challenge using different medium. 'An original touch'.

What do I mean by 'research mentoring'?

Mentoring reminds me of the tortoise symbolising trust, progress and focus and the hare - symbolising challenge - telling the tortoise to 'Go for it!'

Mentoring is listening to the mentee and trusting each other to make a focus and progress. Mentors must be firm but fair and help the mentee to move from past to present, evaluating knowledge and findings. mentoring must be a two-way process where both

Donna Chipping

What do I mean by 'action research'?

Action research is a self reflective programme which has benefits for all members of the school community. It is an evaluative process which is completed, evaluated, changed and begun all over again. Action research is practical research that is conducted by practitioners already working in a role where the research is taking place.

What do I mean by 'research mentoring'?

... is a two way process between two parties - the mentor and the mentee. This partnership should be built on mutual respect and trust. The mentor should provide a framework for open discussion and advice. The framework would be flexible and meet the needs of the mentee addressing ever changing issues, problems or successes that occur.

Time-line for my research project?

I am due to start teaching the unit on tourism after half-term, week beginning 5th June 2005. I expect to have this project written up in rough by September 2005!

What is the focus of my own research?

I hope that I am able to use action research to improve the Year 8 unit of work on Tourism

What is the focus of my own research?

My project is about improving pupils' independent writing of science coursework.

How do I intend to start my research project?**Melanie George****What do I mean by 'action research'?**

It is practical research. It is conducted and designed by practitioners to improve their own practice. It begins by identifying a problem/area for improvement, hypothesising a solution, testing it out and evaluating the process.

How is action research influencing my own enquiry?

Finding out more about action research has helped me realise that my research will not only help my teaching, but it will work alongside things I already do. It has made me focus my chosen area and begin to think about how I am going to achieve it.

What do I mean by 'research mentoring'?

Mentoring is a process in which a mentee is guided by a specialist/expert to improve their practice. The mentors' role is to direct enquiry, question and encourage the mentee rather than dictate what should/must be done. Mentoring should aim to be a two-way process.

What are my expectations of my mentor?

- * To question what I am doing.
- * To suggest ideas/directions.

parties discuss and can feel they are contributing and working towards the end goal.

As a novice in this area of 'teacher as researcher' I would appreciate a mentor who would assist and encourage me to achieve my objectives. I help to have in-depth discussions in which we would form a co-enquiry.

How will I undertake my research project? Time-line?

1. Questionnaire - what is 'challenge'? Ask pupils to share their ideas on what it means to be challenged.
2. Lessons - plan 4 challenging lessons using different media.
3. Medium - use different types over 4 lessons and evaluate each to show pupils' reaction, engagement and how to improve lessons.
4. Observe my mentor teach in order to offer feedback and support. She will observe me.
5. Complete Spidergram on-line over half-term.
6. Reading - read through and highlight important sections over half-term.

What is the focus of my own research?

How can I improve challenge through different media for year 7 history - particularly for girls? This is part of the Department's development and I also want to boost the enjoyment and participation of girls in history.

Paul Davis**What do I mean by 'action research'?**

Improving your teaching and understanding of teaching by

to meet the different learning styles of the pupils in my top set class.

Oisin O'Meara**What do I mean by 'action research'?**

Action research is about evaluating current practice and defining any areas of fault or areas for possible improvement. It is also about implementing positive changes and evaluating their effectiveness. It is an on-going process which may be continuous throughout my career.

Current practice

leads to

What is wrong with it

leads to

How might it be improved?

leads to

Experiment with ideas

leads to

Evaluate effectiveness

leads to

Keeping good and rejecting bad practice

leads to

Starting the process again.

What do I mean by 'research mentoring'?

Finding out what someone wants to do, know and how they want to do it.

leading to ...

Questioning them to find out if what they are doing matches what they want to do.

leading to ...

* Encourage and support.

Time-line for my research project?

Now - half-term: Literature review, prepare questionnaires/data collection, prepare appropriate techniques for a sequence of lessons.

After half-term: collect data

June/July: analyse data/evaluate and write up.

What is the focus of my own research?

Karen Roper

What do I mean by 'action research'?

Action research is when an individual researches a point of interest in a practical, self-reflective way in order to improve his or her own practice. The emphasis must be placed on improvement rather than researching for research's sake.

How is action research influencing my own enquiry?

To date, I have discussed my enquiry with my mentors and through probing questions, my focus has changed. Through discussion and self-reflection I have realised that the focus must be very succinct. I have now decided to focus tightly on an area concerned with boys in dance.

What do I mean by 'research mentoring'?

Mentoring is a process between two people or a wider group of people where the 'expert' divulges information and works towards helping the mentee to reach their full potential. It is definitely a two-way process.

asking questions which can be answered through your own practice of teaching.

What do I mean by 'research mentoring'?

Providing support and encouragement by:

- 1) being used as a sounding board for ideas
- 2) asking questions which will help clarify or expand on existing ideas.
- 3) helping somebody outgrow their original ideas.

Time-line of my research project?

What is the focus of my own research?

Rachele Morse

What do I mean by 'action research'?

I believe that action research is developed from a desire to improve an area of current practice. It is done within the context of daily work, using my own teaching as the stimulus and context for research. Action research is a self-centred and evaluative approach to improving my practice, which would result in higher quality teaching and learning. It is an organic and generative process and gives rise to new concepts and approaches.

How will action research influence my enquiry?

Action research will allow me to use approaches which are both self-reflective and grounded in individual pupils' needs. It allows me to adapt methods of teaching to what I find to be effective.

What do I mean by 'research mentoring'?

Helping to steer them onto the path they want by defining their ideas and methods.

leading to ...

Giving a positive, objective and fluid feedback.

What are my expectations of a research mentor?

Observations of lessons and plans

Co-analysis of data

Assistance with the direction of research

Time-line of my research project?

Finished by the end of term

What is the focus of my own research?

Darren Frampton

What do I mean by 'action research'?

My idea of action research involves:

Thinking about where I am

leading to

Checking to see where I actually am

leading to

Thinking about what I would like to do better

leading to

Thinking about how I would like to do it

leading to

Trying it

leading to

Seeing if it works

The whole process involves

My expectations of my mentor would be to listen to my concerns and questions in order to progress my action research project.

Time-line for my research project?

I will plan to start collecting data after this half-term. I will engage with selected pupils the week beginning 6th June and I aim to write my report to be handed in mid-late July.

What is the focus of my own research?

Sarah Moore

What do I mean by 'action research'?

Action research is a practical way of looking at your own practice and evaluating it. Through this evaluation, you are able to reflect on what you do and seek ways to improve on it.

How is action research influencing my own enquiry?

Action research has influenced my thoughts on my project as it has forced me to address my weaknesses and focus on areas I would like to improve.

What do I mean by 'research mentoring'?

Mentoring is process whereby somebody in a position of experience counsels or guide an inexperienced person to prepare them for independent work. A mentor can be anyone - as a teacher we mentor pupils. In my role as a head of department I mentor NQTs and PGCE students.

Time-line for my research project?

Mentoring is an on-going process of support and advice that is primarily conditioned by the needs of the mentee. The mentor would provide by giving a structured approach to support but be prepared to adapt according to progress made or obstacles encountered. Ideally, the mentor/mentee relationship would be based on professional trust and confidence, otherwise the mentor risks being perceived as unapproachable.

* I would like my mentor to give reassurance that my ideas are sensible and valid.

* My mentor would provide a boost to my confidence when needed.

* I think it's important to have a 'listening ear' so that I can 'sound off' suggestions in their basic form to help me formulate my ideas.

* Maybe my mentor could observe my teaching to help evaluate my starting point/progress.

Time-line of my research project?

- the next 3-4 weeks: possibly think up tho the end of term for a completed project. 4

lessons a week.

- to be attempted during the current scheme of work rather than waiting until a new one

begins.

What is the focus of my own research?

Karly Hume

What do I mean by 'action research'?

Action research is a cyclical tool

letting anyone else know - who wants to - and staring afresh with my action research approach once I see if something works.

What do I mean by 'mentoring'?

Finding out about how someone thinks they are getting on

leading to

Finding out if that IS how they are getting on

leading to

Celebrating the good things they are doing and agreeing the lost important items for development

leading to

agreeing a simple and demonstrable way forward with clear, achievable targets - demonstrating if necessary

leading to

Giving the mentee an opportunity to demonstrate what they have picked up

The process then revisits Agreeing the most important item for development ...

Time-line and detail of my research project?

Questionnaire - Did you enjoy the lesson? What are the key words you used in the lesson?

SATs? Neutralisation?

Hopefully be the end of term

What is the focus of my own research?

Kerry Lord

What do I mean by 'action research'?

This means looking at my own practice and investigating ways

What is the focus of my own research?**Andy Foster****What do I mean by 'action research'?**

Action research is collaborative enquiry by teachers. It is designed and conducted by the practitioners themselves and is systematic and reflective. It's a chance to think creatively and ask the right questions to ask in order to improve the teaching and learning in your classroom.

How is action research influencing my own enquiry?

It's more enjoyable this way, because I am free to use any part of my school experience to inform my enquiry. It is collaborative so I can share ideas with my professional colleagues from my school and discuss ideas to refocus my research.

What do I mean by 'research mentoring'?

on-the-job training which allows the mentee to develop their skills and abilities to realise their potential. The mentor listens to the mentee and encourages the mentee to find their own solutions to problems. I think the model of mentoring relating to competences would initially be the most useful with input from the mentor on action research skills. Then after a few meetings I would be confident to move to a model of mentoring as co-enquiry.

Time-line for my research project?

- complete report for TIPD (Special Schools Trust) by

that allows for constant self-evaluation of my own practice, leading to continuous improvement of the teaching and learning of students within my classroom.

I hope by using action research I can improve the creativity and therefore independent thinking of the Year 10 students whilst they undertake GCSE coursework in science.

What do I mean by 'research mentoring'?

I expect my mentor to:

- be a sounding board
- to question me and allow me to clarify my own thoughts
- to give constructive criticism

Time-line for completion of my research project:

end of term ...

What is the focus of my own research?**Alison Larrett****What do I mean by 'action research'?**

Observe > Reflect >
Experiment/Research >
Improve/evaluate

I consider action research to be a process of looking at my own practice and using reflective thinking to identify why lessons succeed and fail. Through action research I aim to improve the learning experience for myself, my pupils, the department and the wider school community, through increased reflection and mutual understanding. I hope through carrying out research pupils I teach will feel their opinion is valued and used constructively as a means of actively improving my teaching.

in which I can improve and in turn this will benefit other members of the Department and pupils in my class.

I think action research will influence me through research mentoring - which entails listening to other's ideas, sharing ideas, suggesting ideas and research methods, encouraging and inspiring motivation.

What do I mean by 'research mentoring'?

... is when two people or a small group can get together to support each other in their research. This support is given by listening to each other's ideas and sharing ideas - and suggesting other possible ideas. Mentoring is about encouraging one another in a non-threatening way.

The model for research mentoring is co-enquiry. I think it is because it is not about one person telling the other what to do - it IS about where both people are benefitting from the experience.

To gain the most from mentoring, I need my mentor to assist me with knowledge. Being a Maths teacher it's nice to have a mentor from another department who has different ideas and knowledge.

As a teacher-researcher the co-enquiry maths is most beneficial to me because giving my suggestions, ideas and opinions helps me with my own enquiry.

Time-line for my research project?

To have all my evidence in by the 6 weeks' holiday so I can look at others' research and similar to mine and see if it agrees etc.

What is the focus of my own research?

26/05/05

- questionnaires to year 10 students by 09/06/05
- video diary with 3 researchers 17/06/05
- interviews with year 10 students by 17/06/05
- observe drama lessons by 17/06/05
- plan lessons to teach year 10 by 17/06/05
- teach lessons 06/07/05 and 07/07/05
- evaluation of lesson 08/07/05
- interviews by 08/07/05

What is the focus of my own research?



Anthony Douglas

What do I mean by 'action research'?

Action research is 1 squared interpersonal, intra-personal, investigative and improvement

Action research is a means to improve both group and individual teaching by considered investigation i.e. measurement of performance by reflective questioning.

What do I mean by 'mentoring'?

It reminds me of two coffee cups ...

Time-line of my research

Focus: Independence and creativity

Why?: I have noticed year 7 are scared to be creative. I want to make pupils

independent musicians who are not afraid to experiment - all the best

musicians can experiment to compose, improvise and perform.

How am I going to start?: Musical cliches' project.

What do I mean by 'research mentoring'?

Mentoring is the process of mutual reflection and discussion during which both parties work together to meet a common aim.

Time-line of my research project?

Musical cliches project after half-term. Interview people about creativity over half-term (focus groups) Revise how I taught it last time. Apply the focus group results. Revise ideas and activities for improvement - scheme of work. Video a series of lessons - compare.

Claire Perrett

What do I mean by 'action research'?

Action research is looking at how I can improve my own practice and use this to benefit and develop myself and my pupils and eventually the whole school community.

Action research will impact on my chosen research project by allowing me to use my research into the delivery of transition units to improve my understanding of transition

Jo Tracey

What do I mean by 'action research'?

Action research is an active process that starts with yourself as the teacher and goes on to affect those around you - including the pupils, department and school as a whole. It is a process that enables me to reflect on my own practice and improve my own teaching and learning and (hopefully) those around me.

It is influencing me through knowing this is a reflective process for myself, the pupils and colleagues. Therefore, it is something I am doing not just for myself; it is building on techniques established during my PGCE training and therefore improving myself as a teacher and learner.

What do I mean by 'research mentoring'?

Research mentoring is a co-enquiry process which allows both of us to gain something from it. You get different ideas from different departments that may work or not - that you haven't considered previously. You are encouraging one another to test things out - What was good or bad? Should I do it? We look at what we have found out - we share ideas. We ask What techniques have you used? Did they work? How can we improve? and we question our values by asking Why are you doing this? It's about motivation and encouragement.

MENTOR (Person A) <>
MENTEE (Person B)

Time-line for my research project?

1) Questionnaire and interview

project?**What is the focus of my own research?****Angus Lafferty****What do I mean by 'action research'?**

Action research differs from traditional research in that your own findings and the local situation carry a much greater influence and relevance as compared with research that largely involves acknowledging and comparing the published works of others.

What do I mean by 'research mentoring'?

A form of 'human sounding board' where the mentee consults someone with the expectation of gaining new 'insights' while continuing to retain ownership of the 'subject' being discussed.

Time-line of my research project?**What is the focus of my own research?**

from numeracy to mathematics. This will then impact on how I teach year 7 pupils when they arrive in September.

Research Mentoring:

is listening to others while using questioning to allow mentees to open up and reflect then refine what it is they are researching. The difference between research mentoring and other mentoring forms is that you get the same rigorous treatment in return.

I expect my mentor to listen to me and provide me with constructive criticism and advice.

Time-line for my research

Between 25/05/05 and 10/06/05 I will write down my thoughts, expectations and ideas.

Week commencing 13/06/05 and week commencing 20/06/05 I will carry out research in local feeder schools.

Autumn half-term I will finish collecting data and write up my research.

before half-term to inform planning

2) By three weeks into half term have all practical elements in the classroom completed

> evidence collated

> reflections

3) Write up by the end of term

What is the focus of my own research?**Debra Baynath****What do I mean by 'action research'?**

Action research is a form of self-reflection which leads to How can I improve my teaching to improve the learning of others?

What do I mean by 'research mentoring'?

To support, listen and develop the learning of a mentee.

Mentor - a supportive, listening and critical friend.

Time-line for my research

project?

Present time > November for
my project with KS4 students
to be completed.

June: Visiting gallery,
introducing project to students.

July/August: Research

September/October:
Developing work

November: Exhibition

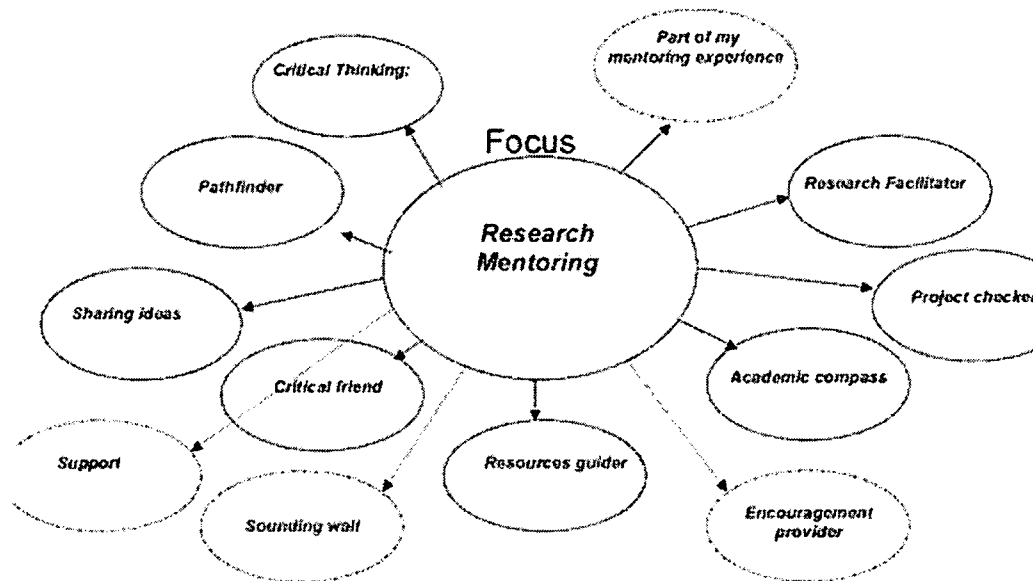
**What is the focus of my own
research?**

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Bitterne Park Spidergrams: Research Mentoring

Andy Foster: Bitterne Park School

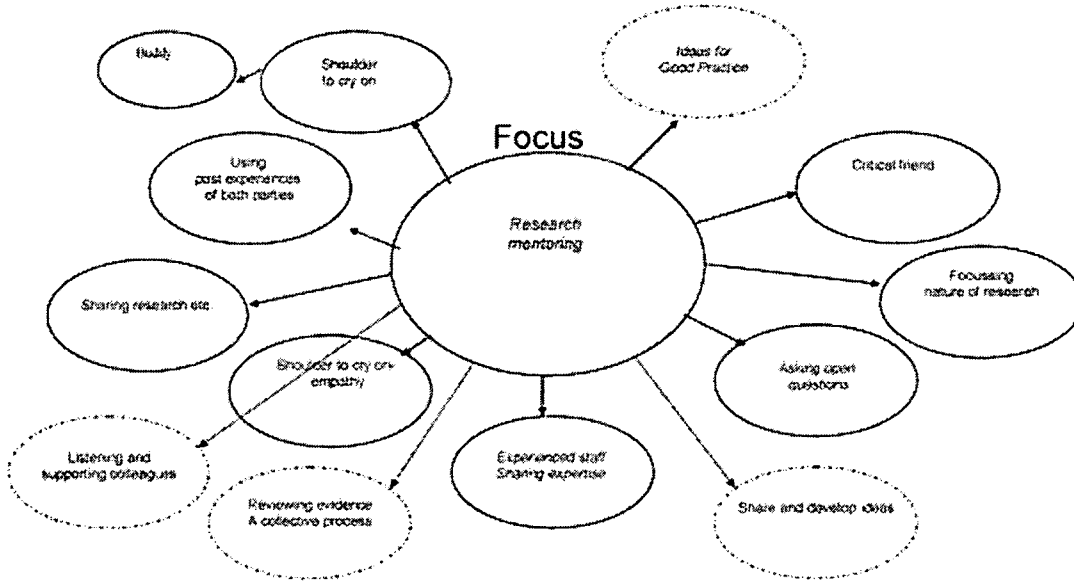


Andy Foster

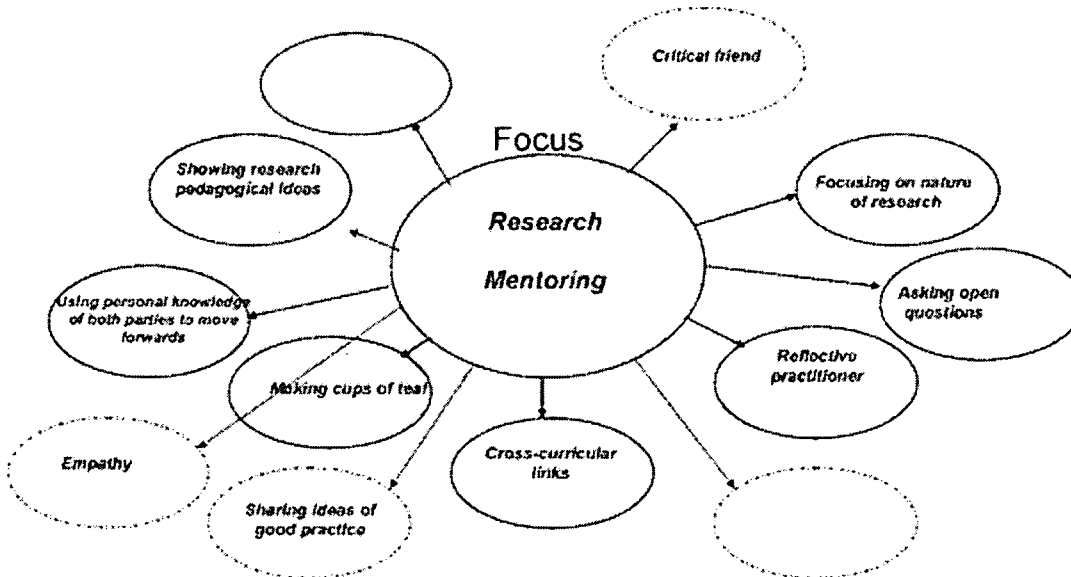
Alison Larrett

Catherine Jones

Alison Larrett: Bitterne Park School



Catherine Jones : Bitterne Park School

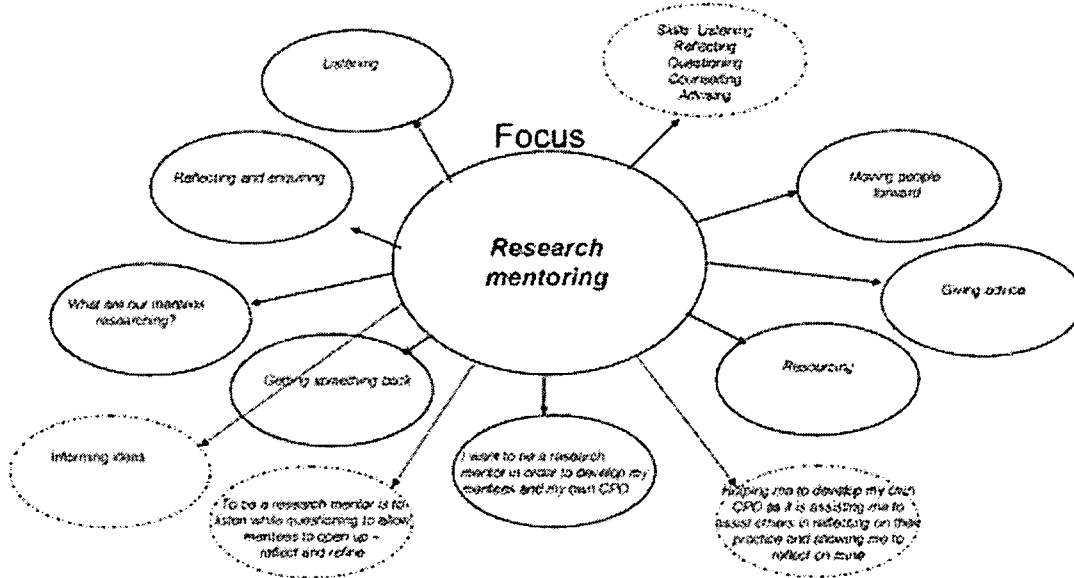


Clare Perrett

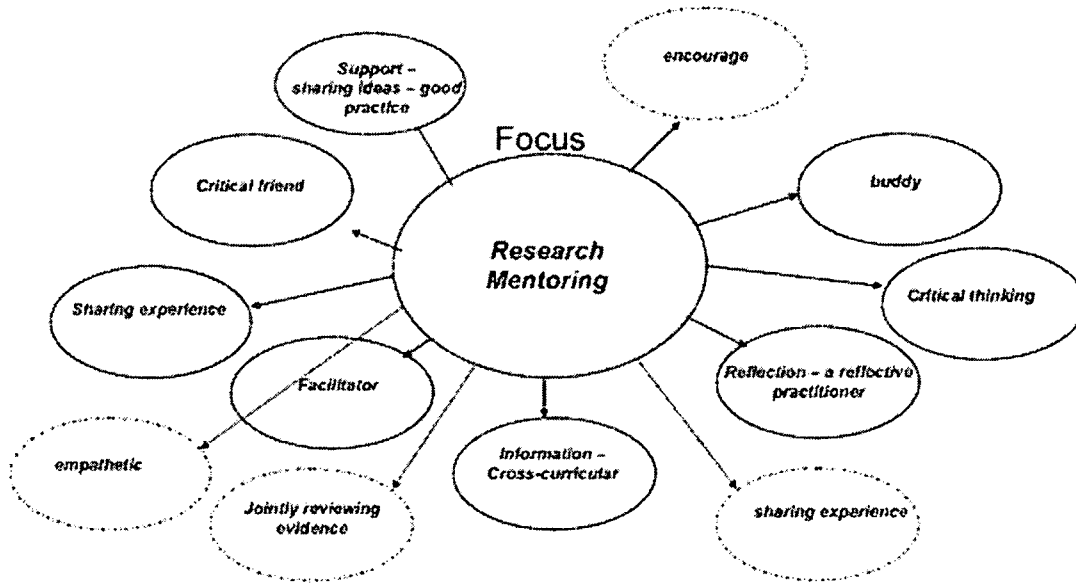
Debra Baynath

Donna Chipping

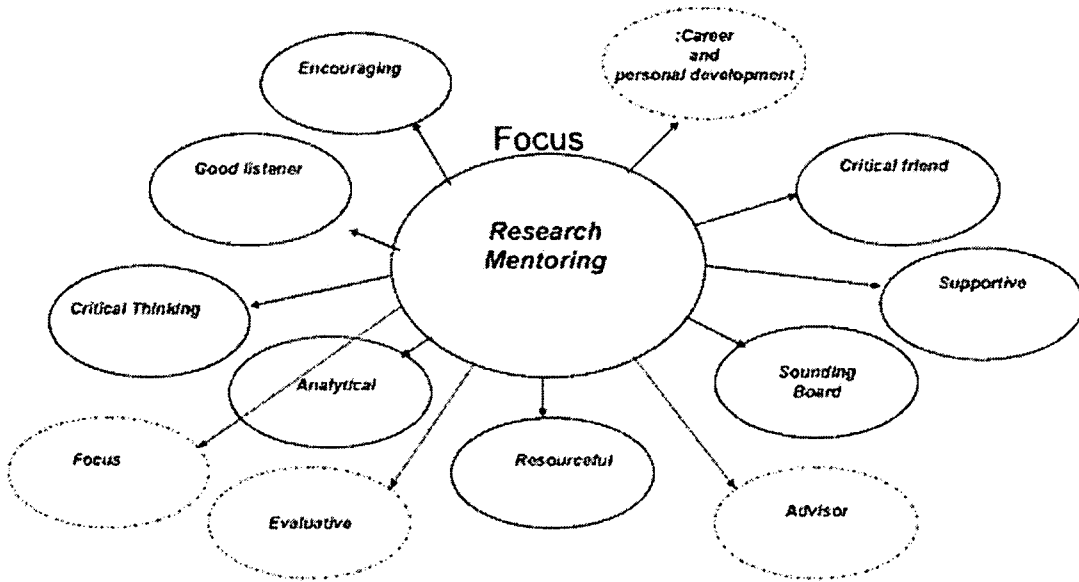
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Debra Baynath: Bitterne Park School



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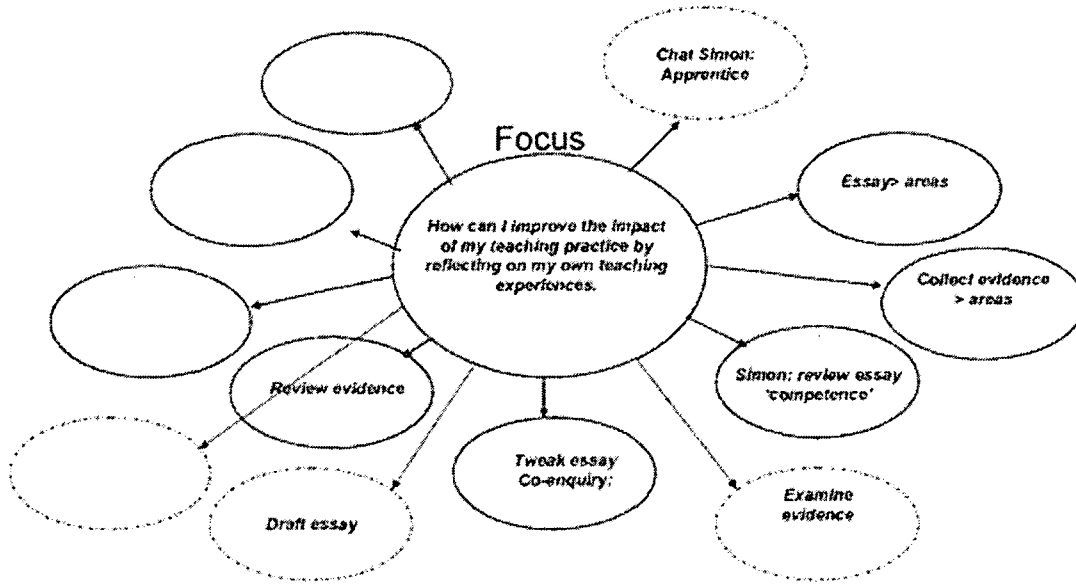
Doug Douglas

Jeremy O'Donovan

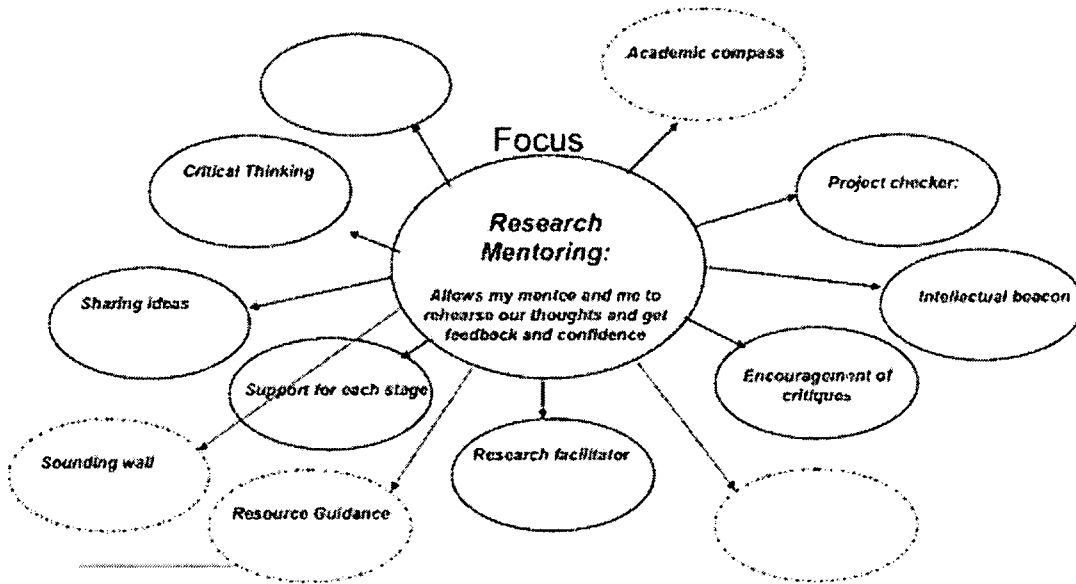
Katie Austin

Jo Tracey

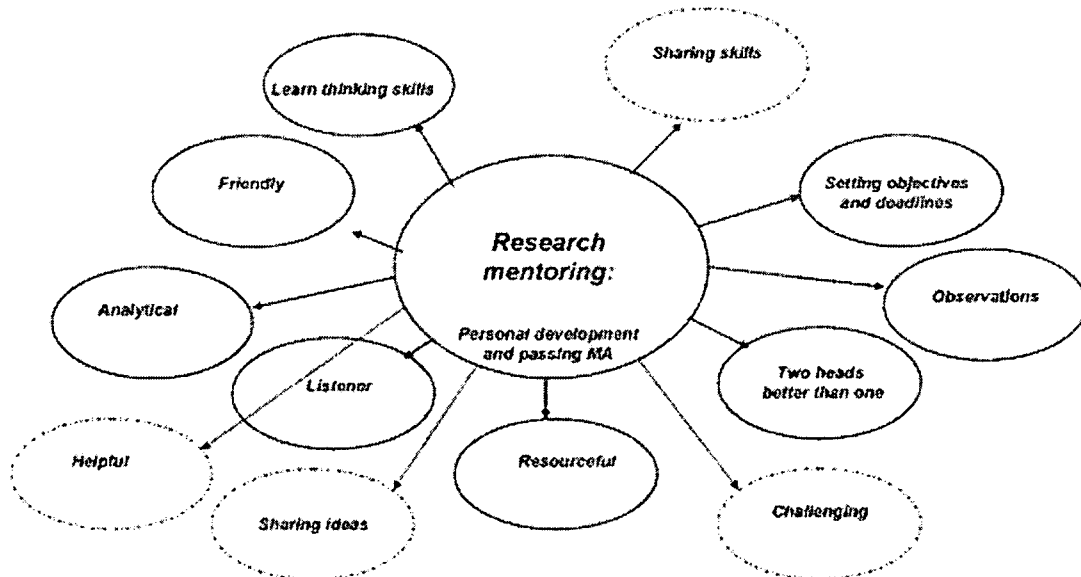
Doug Douglas: Bitterne Park School



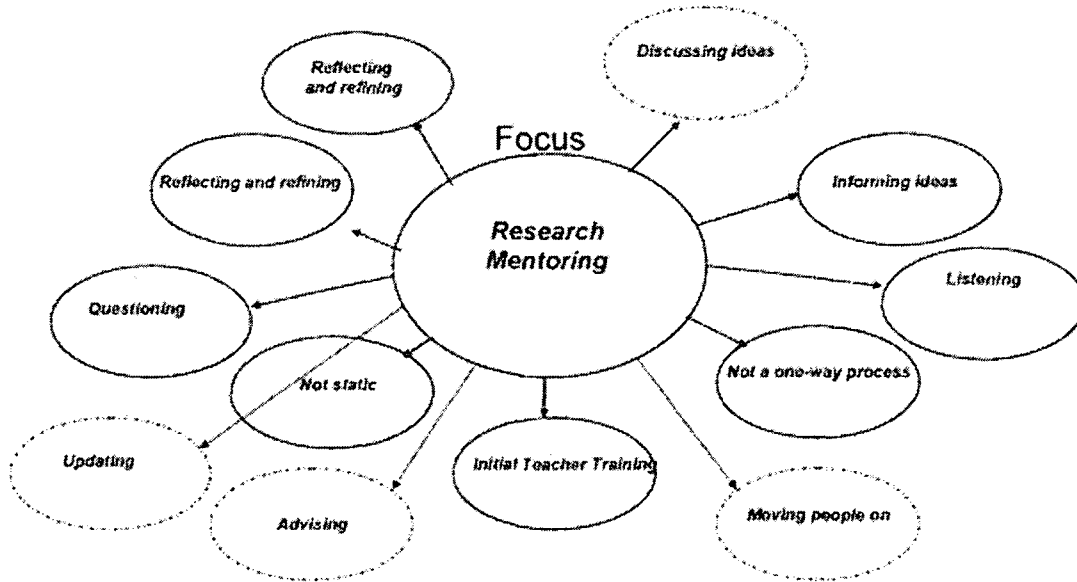
Jeremy O'Donovan: Bitterne Park School



Katie Austin : Bitterne Park School



Jo Tracey: Bitterne Park School

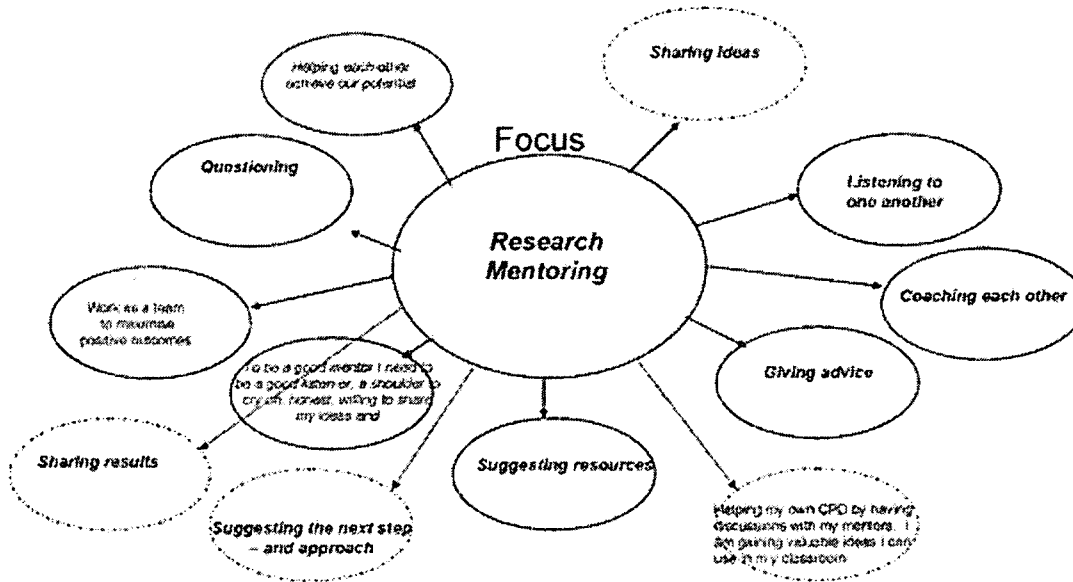


Kerry Lord

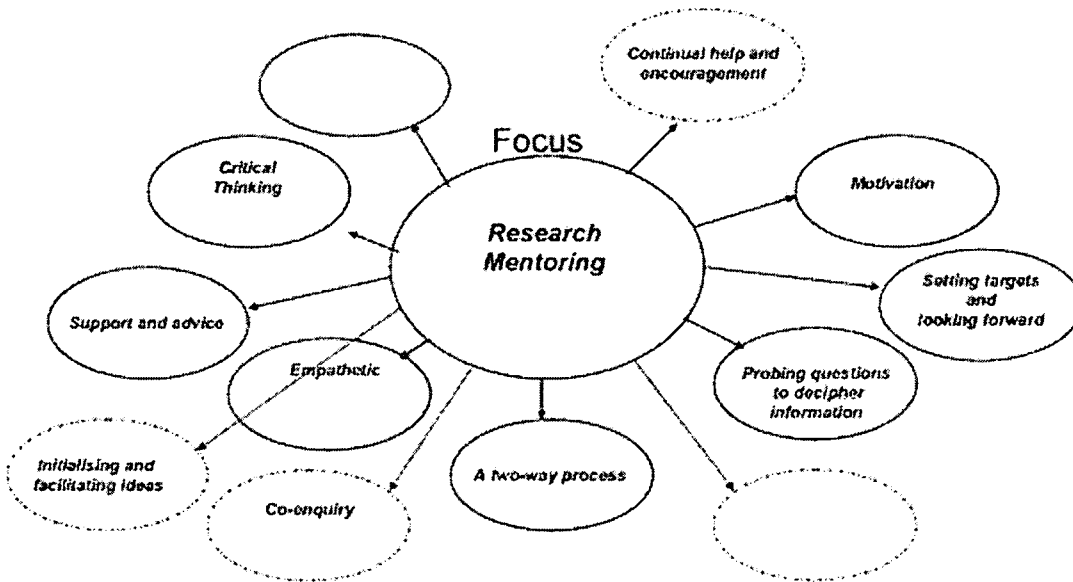
Karen Roper

Melanie George

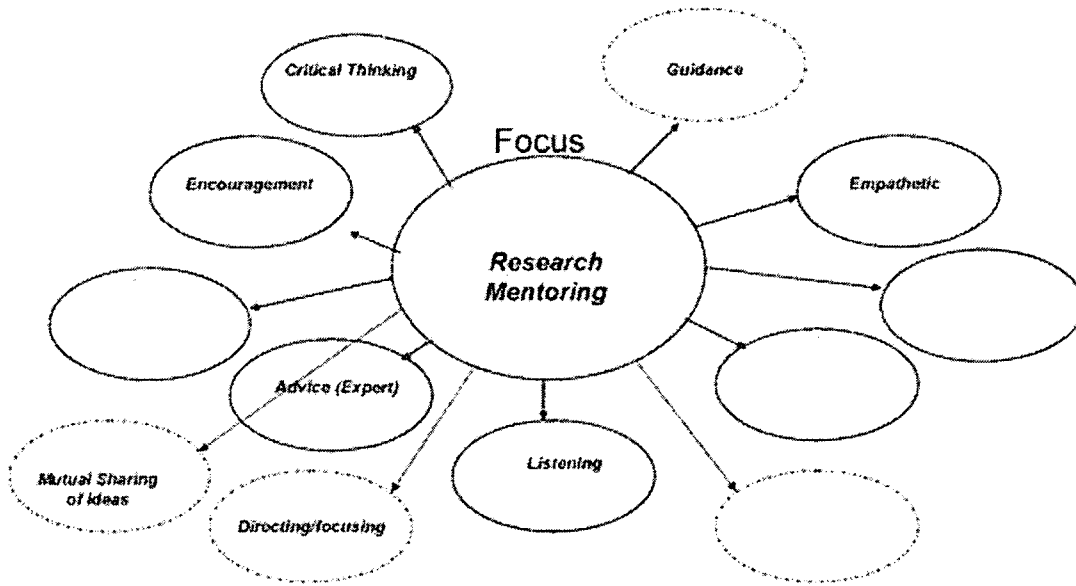
Kerry Lord: Bitterne Park School



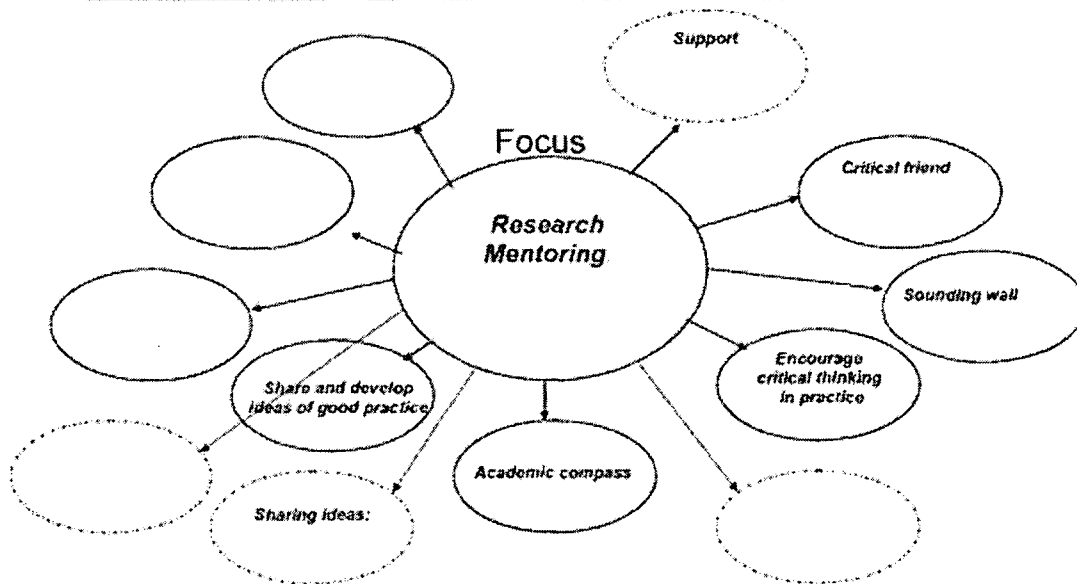
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Melanie George: Bitterne Park School



Paul Davis : Bitterne Park School

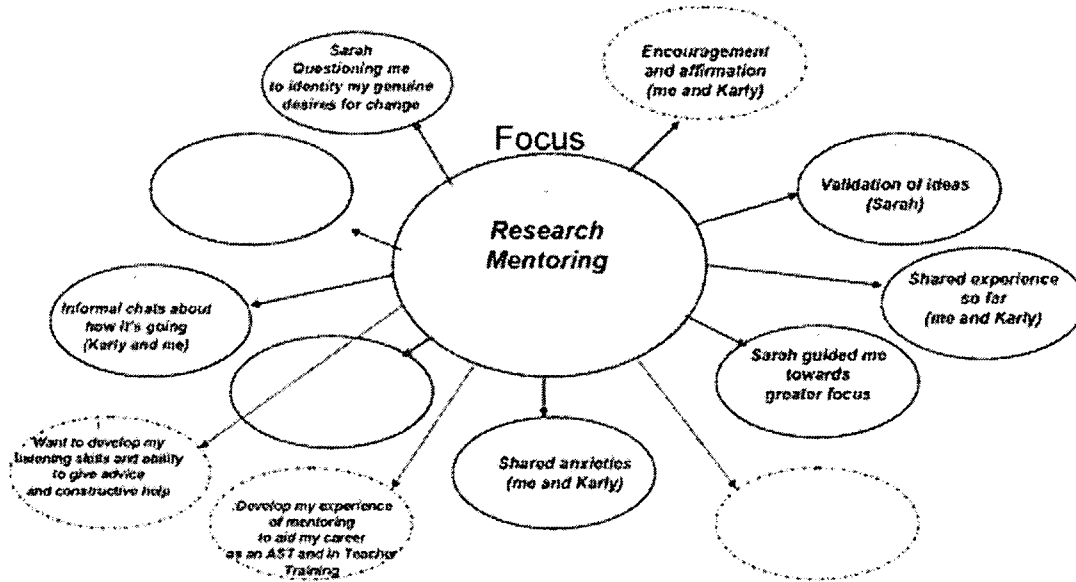


Paul Davis

Rachele Morse

Sally Stevens

Rachele Morse: Bitterne Park School



Sally Stevens: Bitterne Park School



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Work Based Mentoring and Action Research - By Donna Chipping

'The important thing is not so much that every child should be taught, as that every child should be given the wish to learn.' (John Lubbock)

What is the focus of your investigation?

The focus of my investigation is to look at ways to make the Year 8 scheme of work on tourism more suited to the different learning styles of pupils in the group.

This was not though how it started off! I started with the rather over ambitious study question:

'How can I use different teaching styles to engage pupils with different learning styles?'

Naively on the 10th May 2005, I came up with this brainstorm.....

Abstract

I am for the most, a didactic teacher, too scared to 'think outside the box!', I am a bit of a 'control freak' and have an 'I am in charge!' attitude and I like order in the classroom.

I taught an observed lesson this year as part of department review and tried something different called 'Jig-sawing.' I received very positive feedback which made me think that I ought to try something more risky more often.

Consider the background

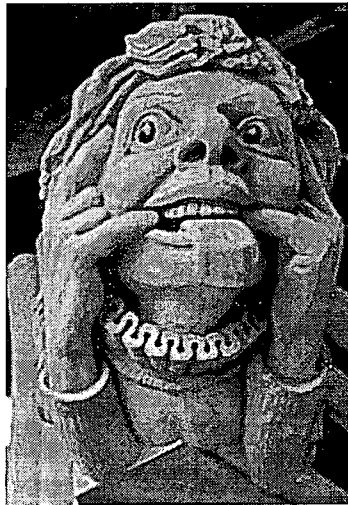
There are lots of different learning styles that suit different people. There are lots of different views and research on learning and how it can be achieved. There has already been a lot of research on Multiple Intelligences - Gardner and also on Accelerated Learning - Colin Rose and Brian Tracy, would I need to look at both of these? Where did Bloom's taxonomy fit into this? Does it in fact fit into this at all? I needed to think about how lessons can be adapted to incorporate those learning styles. I also needed to think about the limitations and implications of trying this out on 'real' classes.

Think through the methodology

In order for this to work did I? Choose one group? Choose parallel groups? Choose groups of differing abilities? I would need to devise a questionnaire for pupils, based loosely on a simplified version of Gardner's research and then sort the results: boy / girl, ability, ages? Following this I would then need to plan a series of lessons incorporating the different styles and include these in an appendix.

My lessons would need evaluating. How would this be done? By pupils? Through being observed teaching and by myself? Perhaps I should be brave and use video?

Questions were also raised, would I need to observe other lessons from other subjects where a different learning style might be dominant, e.g. Drama, Art, Technology etc. to see how these subject catered for the



Starting My Masters..... Scary stuff!

May 2005

Teachers at Bitterne Park School, Southampton have been extremely fortunate to have been provided with the opportunity to study for a Masters Degree at no financial cost to themselves, just lots of blood, sweat and tears!

It took me a long time to decide whether to put myself forward for the course or not? The trouble being, I haven't worked full time for four years since the birth of our two sons. I had already decided to return to full time teaching in September 2005 and was lucky enough to be offered a full time job at Bitterne Park, where I began my teaching career 12 long years ago. But how was I going to cope with two small boys, a full time job and an MA course? Not being one to run from a challenge I decide to 'Go For It!'

I was unbelievably nervous at the first meeting, wondering who else was going to be there? Was everyone else more up to date on educational issues than me? Would they look at me and think, 'What's the part-timer doing here?' Time would tell. Thankfully, after the first meeting with Simon Riding, Assistant Headteacher at the school, I felt better. Perhaps I could do this afterall!

He introduced us to a new term and a whole new way to research; Action

My Musings on Mentoring

Like Action Research, very early on in this unit we had to write a definition of what we thought mentoring is, this is what I came up with:

Mentoring is a two way process between two parties, the mentor and the mentee. This partnership should be built on mutual respect and trust. The mentor should provide a framework for open discussion and advice. The framework should be flexible and meet the needs of the mentee addressing ever changing issues, problems or successes as they occur. (18/5/05)

On reflection, I have come to realise that my definition of mentoring does not include several fundamental points. The most notable to me is that mentoring is a two way learning process, Fletcher (2000); as I have always assumed that the people mentoring me were the authority and had completed all the learning they needed to do and not that the whole mentoring processes was a learning tool for them too. Having read about the importance of feedback, Parsloe and Wray (2000) I have been able to appreciate that it is not the feedback as such per se but how it is conducted and delivered. Mentoring also involves not only professional development for both the mentor and the mentee but also offers a wealth of opportunity for personal development as both parties will learn about themselves through being part of a rigorous mentoring relationship, Smith and West-Burnham (1993) I have been able to look at different models on offer as a guide to participating in a mentoring programme and have begun to realise that these models cannot be used in isolation but used as a 'spring board' for further advancements. Brookes and Sikes (1997) They also argue the case for a stepped relationship in mentoring that changes as the competencies of the mentee improves with practise from one where the Apprenticeship model is dominant to one where the mentor acts as co-enquirer that 'provides excellent opportunities for professional development for both parties.'

I also thought I had better look at what a 'professional mentor' thought mentoring was and this bought me to our course reader, 'Mentoring in Schools - A Handbook of Good Practice' by Sarah Fletcher to see what she thought and was

need of pupils?

Understand the analysis

Is a pattern evident from the questionnaire results? Does age, gender, ability, peer pressure, home background have an influence? If so why? If not why not?

Suggest some outcomes

For example, I would predict that boys would prefer Kinaesthetic lessons, girls would prefer Linguistic lessons. More able pupils would have high levels of Inter and Intra personal intelligences etc.

It wasn't until after I started to look at this Action Research Cycle, that I realised this question could earn me about six PhDs and I needed to focus my question more carefully, otherwise I would still be writing up my research well into my 90's! So I started to think of a group and a topic.

Therefore, I will concentrate on my Year 8 Geography group and the unit on Tourism.

The Action Research Spiderqam

This spider diagram reflects my initial thoughts on my project, that is once I had narrowed it down to include only my Year 8 group and only one scheme of work, Tourism. Although it is only early days, I already have a lot of thoughts and ideas running through my head - at the moment, the possibilities are endless!!



This just about sums it up!



What type of learner am I?

What was your approach and/or what evidence have you gathered?

As a part time teacher, my choice of groups was somewhat limited! My specialism is Geography, but due to timetabling constraints I actually only teach two

Research. I think I and many of my colleagues were unaware of this method and listened with much trepidation and a little bit of excitement as he explained to us what this was and how it worked. Maybe, this was the challenge I needed? I left the meeting with my head full of ideas ready to really get my teeth into something new!

Diary of a Novice Action Researcher!
This is a continuation of the above, it describes how I have felt as the course has progressed



Always on the go - a bit like children!

My Musings on Action Research

Having now read and hopefully digested quite a lot of literature about Action Research my thoughts and views have somewhat changed. Very early on in this unit, we were asked to write our own definitions of both Action Research and Mentoring. I will deal with the latter of the two later. These were placed online by Sarah Fletcher on our behalf, however, to save you time, I have included my original definition below:

'Action Research is a self reflective programme of research which has benefits for all members of the school community. It is an evaluative process that is completed, evaluated, changed and begun all over again. Action Research is practical research that is conducted by practioners already working in a role where the research is taking place.' (18/5/05)

So how would I change my definition of Action Research? Well to begin with, I think my original definition still holds weight and is a fairly accurate description of the process one needs to go through when conducting an Action Research project. What I failed to realise was the fact that Action Research is implicit in the daily lives of all good teachers and those teachers are carrying out Action Research on an informal basis daily. This I think is because, it is Action Research that is the driving force behind curriculum change and improvement, Somekh. (no date) I do not think I fully understood the implications of this and I did not entirely appreciate how flexible Action Research could be and that it has no real end, a point of resolution perhaps? but still no end. Even though our course title contained the phrase 'mentoring' I did not see a link between the two at first but now realise that Action Research is collaborative research and that it needs a strong and healthy mentoring relationship or critical friend if it is to flourish. McNiff (2002) All of these points now need to be incorporated into my new and improved definition of Action Research. Something I need to think about and come back to

surprised to find in the introduction alone 23 word or phrases associated with mentoring. No wonder I was finding redefining it such a tough job!

I rather like the definition offered by Mullen and Lick (1999) as a 'synergised learning process' rather than a one way apprenticeship where the mentor passes information to the mentee. This Apprenticeship model of mentoring is probably the type of relationship I would have favoured myself at the beginning of the course as I would have welcomed Sarah teaching us rather than just guiding us through the process. However, as the course has progressed I have come to appreciate her input as a subtle and non persuasive influence on my research. Sarah is very much someone who has asked probing and open questions but has left me very much on my own to make up my mind and formalise my own ideas. Her style is very much in line with Mullen and Lick's definition, where the synergy comes from working collaboratively with someone on a pathway of co-enquiry which hopefully leads to greater successes than working independently. This I understand from Sarah, is what research mentoring is all about and her definition from her website would support this as she suggests that research mentoring is 'creative collaboration between teachers as researchers and other researchers' where the whole is greater than the parts themselves. This idea is at the core of Gestalt Philosophy and I can see its relevance here too. Now I feel more confident in my own abilities as both an Action Researcher and as a research mentor to Rachele, I feel empowered, energised and motivated enough to tackle the further challenges offered by this MA course.

To me though the biggest revelation I have had, is that I believe, or at least I feel I could argue the case, is that mentoring is Action Research! If the mentoring relationship develops as it should based on honesty, openness and trust, Fletcher (2000) then this will lead to Action Research occurring. The mentor meets with their mentee and they discuss an action point or plan, the mentee tries it out, it is reviewed and evaluated and changed so that next time it is better and so on and so forth. Mentoring like Action Research is a cycle and although it might come to an end when the mentee or mentor moves on, it is not long before those people are involved in new mentoring relationships which brings new challenges but more experience and begins all over again! This view is supported by Brokes and Sikes (1997) when they write about the mentor as co-enquirer, where there is an equal relationship between mentor and mentee and they work 'as an equal in the process of enquiry in the knowledge that he or she may also gain from this, an exercise close to action research.'

Mentoring spider diagram

This spider diagram was completed on 18/5/05 before I had the opportunity to read much about mentoring, it might be a bit naive? Only time will tell!

Geography classes, the rest of my timetable being made up of maths, photography and a college course - not bad for two days! So, in the end I had a choice of working with my Year 7 mixed ability group or my Year 8 top set. In the end the choice was easy. I decided to focus my research on my Year 8 group as it is this group that I have found the most exciting to teach. They are a group of 33 lively, intelligent and confident individuals whom I knew would respond to this in a mature and enthusiastic way.

I thought the best way to tackle this with the pupils was to be honest with them and tell them from the start they were going to be my 'guinea pigs' and that I was going to trial something new with them. Their response was superb! They seemed genuinely interested in what I was hoping to achieve and asked lots of pertinent questions such as what was in it for me, why did I want to do, why did I choose them etc.. I thought this was extremely selfless and thoughtful of them, they seemed to be putting my needs in front of their own! My first surprise from this project - let's hope there are many more!

After my introduction, I went on to explain how I would approach the research with them. I started off giving them the title of my project, ,

'How can I teach the unit on Tourism to my top set Year 8 class to meet the different learning styles of pupils in that group?'

I then asked the pupils what information they thought I needed to gather? They suggested I needed first to find out what their preferred learning styles were. A good starting point I thought and in good 'Blue Peter' tradition, I produced a questionnaire that I had prepared earlier! The questionnaire was adapted from one I found online at:

www.nedprod.com/Niall_stuff/intelligence_test.html

(This was accessed on 17/05/05)

I felt that the questionnaire as it stood used too many complex words and abstract ideas to use in its crude state with this group, so after a little bit of adaptation, I felt that it was at a level the pupils could access. I have attached a copy of it below.

I purposefully did not label the sections on the questionnaire with their preferred learning styles as I was concerned that this might 'sway' the results of the questionnaire. This would be especially true if a pupil believes they are good at Maths they may automatically assume they need to achieve a high score in that section when it might not be their truthful response, instead by leaving each section numbered, I believe the pupils completed their questionnaires without influence.

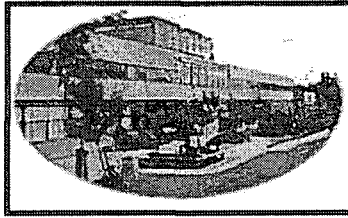
Once the pupils had completed the questionnaire they were really keen to find out which type of learning style they were. Some of them had already completed a questionnaire in the past and had some awareness of what the different styles were and what they meant. So once the pupils had added up their scores they were able to find out which category of learner they were. They listened in trepidation as the results were read out. I explained what each style meant and also provided them with a paragraph on each of the learning styles for them to refer to later which outlined the strengths of each style.

On initial analysis of the results, it was interesting to discover that quite a lot of the pupils, 18 in fact had their highest score in more than one learning style. Perhaps these pupils were the 'all rounders' that performed well in all subjects? Time and further research could and hopefully would answer this question.

Pupil Questionnaire

Here is a blank questionnaire, the pupils completed

later!



This is where it all happens....

My Action Research and the School!

I have been teaching at the school since September 1993 and the school has always striven to be the best mixed comprehensive in Southampton. This being predominantly based on performance in external examinations though I know the school's strong positive ethos would also argue that the school is keen to be the best in terms of contribution to school life and wider community.

So how can I support this through my research? Well, quite easily I believe! Through adapting the scheme of work on Tourism and trying hard to deliver lessons that are both inspirational and challenging will mean not only will the pupils understanding of Geography improve but also their understanding of the wider issues relating the Tourism. And what a fantastic time to be teaching about issues in Africa with the Live8 concert on Saturday and the G8 Summit this week! I believe if pupils are engaged and enthused it is more likely they will act on their learning outside of lessons too and become well motivated contributors to society as a result - all this on top of good examination results, which can't be a bad thing!

My Hopes for the future....

I am hoping that through completing this course and using the mentoring skills I have developed that it can act as a 'springboard' to further professional development for me. I am returning to full time teaching next year and viewed this MA as a way for me to get myself back on the career ladder. In the past I have been both Head of Year and a Head of Geography and I am looking forward to taking on more responsibility in the future. Maybe working more closely with the Special Needs Department, maybe acting as the link teacher between school and the university working on the student teacher programme. I did want to progress into senior management at one time, I am not sure whether this is what I want or not now? Maybe if one day the right job came up and the wind was blowing in the right direction? Only time will tell! I do however feel that this course has helped me to 'open my eyes' somewhat to opportunities that may be out there and hopefully those



Take me by the hand and show me the way and once I'm there, please tell me!

How My Mentoring Relationships have developed...

At the beginning of the course, once we had all explained our Action Research questions to the other members of the group we then had to find a mentor. We were advised to work alongside someone whose piece of Action Research was similar in some ways to our own. Based on this, Sally Stevens and I decided to work together as both our questions were looking at different learning styles and multiple intelligences.

Before starting the course, I did not really know Sally very well, I knew she was a talented Drama teacher who was well regarded by both staff and pupils but I knew very little else, but was looking forward to the opportunity to work with someone new. Although I have touched base with Sally on a few occasions, I feel my mentoring relationship with Rachele Morse has really started to develop. I think this may be a bit of a 'ploy' on the part of Sarah Fletcher who swayed our choice of partner in the first place only for us to see our mentoring relationships develop in a totally different direction? I do feel guilty in some respects as I feel I have not given the same opportunities to Sally as I have been able to give to Rachele but on the other hand Rachele has been able to offer me a lot of support, guidance and friendship too.

So what was it that sparked this relationship in the first place? Well it was very much a throw away comment by the fridge in the staff room. I don't know who enquired about the MA first, whether it was me, or Rachele, but all I knew was that somehow something clicked and we were engaging in a conversation about the MA course that felt real and alive, it really was a two way exchange of two people on the same footing trying to find the right route to take! What we managed to squeeze into a few minutes was more relevant, honest and open than any other conversation I had had about the MA course since starting it! I think that Rachele must have felt the same, as the next time we spoke, we just started from where we left off and the collaborative aspect of our mentoring really started to form. This was just what I needed, someone who was positive, even in the

this in lesson on 25th May 2005.



Maybe there IS light at the end of the tunnel?

What results have emerged?

As this piece of research is still very much 'work in progress,' results in terms of actual 'facts' are a bit few and far between. In terms of the pupils attitude, this has been on the whole overwhelmingly positive. I have found the pupils more focussed and enthusiastic than normal and it feels like they are keen for me to succeed and that by showing more co-operation they are enabling me to do what I want to with them! It is quite a privileged position to be in!

So far the development of the scheme of work I am adapting is in its infancy. The changes to make it 'fit' different learning styles are happening on a lesson by lesson basis. Eventually, there will be a whole new scheme of work with the changes highlighted on it, but at the moment, there are only two lesson changes that have occurred! Though having said that, I have had two really rewarding lessons which I think is as a result of my influence on how the lessons have been taught and how the pupils have learnt. I hope to be able to record more successes as this project continues.

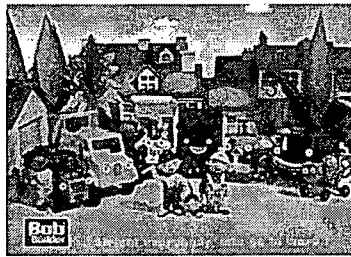
The questionnaire really threw up some interesting results. It was carried out on 25/5/05. (There is a link to it on this site for those who are interested)

The results from the questionnaire are shown graphically if you follow the link below. They show which intelligences the pupils favour. Some pupils came out with more than one strength which was something I did not envisage happening before the pupils completed the questionnaire. 14 boys and 18 girls were present on the day the questionnaires were completed.

Questionnaire Results - Graphically

Here are three simple graphs drawn from the result of the questionnaire. More will follow as the action research continues.....

opportunities will be ones in which I can further develop my already developing mentoring or action research skills.



A bit like Bob the Builder, working together to get the job done!

A collaborative partnership!

We have been asked to describe times when we have worked together collaboratively with our research mentors. Rachele and I have often worked together on an informal basis, sharing ideas and views and offering suggestions on how to improve each other's work. However, there have been a few notable occasions when we have worked together in a more formal situation. The first being during one of the MA sessions in the computer rooms when I was keen to share with Rachele the work my Year 8 class had completed.

The pupils were asked to write a journal of a safari holiday to Kenya. During the lesson the scene was set with the pupils arriving to Kenya music playing. We discussed the music and where it came from, the pupils were quick to assess it was from Kenya giving some fabulous reasons as to why this was the case. They were then issued with photos from Kenya and asked to write down words and phrases that best described the images in the photographs, all of the time the music was playing. The feedback from the group during the discussion was amazing and made me feel really proud to be teaching them. Their responses were so 'adult' and 'balanced' it was an uplifting experience. Thank goodness, I had remembered to video this lesson!! After this initial discussion I provided the pupils with an itinerary of a safari holiday to Kenya. They were then asked to write a journal that was geographically accurate describing the sights, sounds and experiences of their holiday. This was completed for their homework.

I decided to discuss my plans for this lesson with Rachele as I knew it touched on a topic close to her heart 'imagination' and I wanted her opinion as to how I should go about it and how best to engage the pupils in completing this work. She gave me some useful tips for which I was grateful, the pupils put heart and soul into their work. I was really impressed with the work the pupils had completed, the work was well illustrated and colourful too. They all contained geographical accuracy as well as fantastic imaginative accounts of their feelings on seeing the sights and the animals, not to mention the injections and mosquito bites! It was awe inspiring and I was really keen to share this work with Rachele. She was impressed, it was

face of adversity, as neither of us really knew what we were supposed to be doing at the point. Beforehand most of the conversations I had been involved in with colleagues were negative and unmotivating as they moaned about the work, whereas with Rachele she was upbeat and seemed energised by the whole prospect of the MA. This was exactly how I felt and so the friendship / mentoring relationship blossomed as a result.

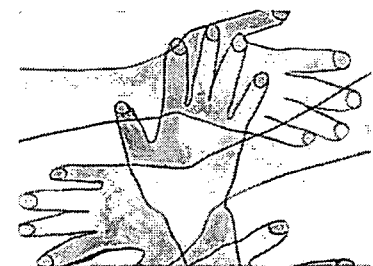
Rachele and I have regularly phoned and emailed one another with questions about what we needed to do, how we had to do it and we have also rather surprisingly to the both of us, have even discussed mentoring and action research! I am not sure why this relationship has been able to flourish whilst the one with Sally has not? Maybe it is because I have known Rachele for longer? or maybe, it is because I think we are both quite similar- she might agree to differ on this statement though!! As I see it, we both have the same high expectations of ourselves and the pupils we teach. I also know from recent conversations, we both hate missing deadlines too. It would be interesting to see why Rachele thinks the relationship has been so successful. Maybe I'll ask her!

Our meetings so far have been somewhat informal from snatched moments over coffee in the staffroom to snatched moments at the bottom of the stairs in the school's main foyer! As yet we have not actually timetabled an actual meeting. At the moment these informal chats, phone calls and emails have been sufficient to meet my needs. I assume they've met Rachele's too? It may be that as the MA progresses we do find there is a need to organise and plan more structured mentoring sessions with a predetermined agenda? Who knows, only time will tell!

Another valuable relationship to me has been the support and advice offered by my husband Alan, who is a senior manager at a Hampshire School. Although he is not actually studying for an MA at the moment he is on the NPQH course and always has a viewpoint and sometimes even a 'pearl of wisdom' to offer. I am also hoping, that he soon volunteers for the position of proof reader too!

Rachele's Mentoring Qualities

I have been reflecting on what makes Rachele such a great research mentor. This is a brainstorm of some of her best qualities - I am sure there are many others, so check for updates later!



Helping each other!

Research Mentoring?

obvious, and this meant a lot to me as I value her opinion greatly and I was proud to show her the pupils completed journals too. There will be examples of pupil work linked to this snapshot in the future and even some video of the class discussion that 'fired' the imagination of the pupils in the group.

Another time when we have worked together has been today (12th July 2005) where close to submission day, we decided to sit down together and have a good read of each other's work and gauge whether we had completed all of the tasks set. This was a really enlightening experience for me as it allowed me to read in one go Rachele's work. It was a really pleasurable and rewarding as it showed me how far she has come on since the early days of our mentoring. Her work shows a real professionalism and intellect. It made me feel really proud to be her mentor and although there were some minor omissions and points on improvement to be made, Rachele has really made my job of mentor an easy one as she has clearly worked with dedication and commitment from the start. I thank you for this Rachele.

Rachele did the same with my work and was very complementary about it which was a superb feeling! Yes, there are things I still need to do, well nobody's perfect! But it really helped having a fresh pair of eyes looking over my submission and making some genuine and original suggestions for improvement afterall we are all aiming at the same target.

So how did Rachele and I set out to work like this? If I am honest I am not sure? All I do know is that in school you can never be too sure of when you are going to have free time. Often you think you will have some time that day and then the cover goes up and all chances of having a few minutes to yourself are snatched away! Anyone in teaching will know what I mean by this! So up until recently, Rachele and I have just caught each other as and when we have seen each other. This has been sufficient on the whole to meet our needs, what with emails, text messages and phone calls too! It has only been recently, we have felt the need for a more formal setting as we wanted to really have some uninterrupted time to work so for the first time we set a time and place. It was then we both knew that this was 'our' time and it could not be taken from us and we had to make the best of it. So how did we decide on the next steps? Again this was done quite informally with both of us looking at our course handbooks and the other person's snapshot we had annotated. I went first and discussed my thoughts on Rachele's snapshot and she then did the same with me. At the end of this session we both knew what the other party thought our strengths were and also knew where there was room for improvement. We came to our respective targets quite easily as both of us trusted the other in terms of what was good and what was not quite as good. That sounds a bit better than 'bad'!

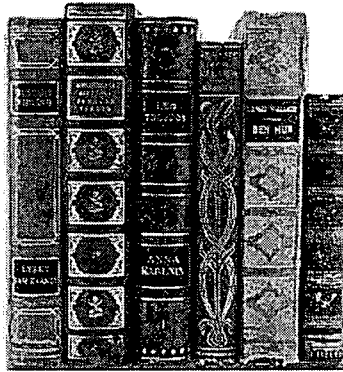
Later on we are hoping to have a go at the self evaluation forms together as neither of us are particularly clued up on these

When I first started this course, I really could not see how mentoring actually fitted into the equation? I grasped the idea of action research quite quickly and was really keen to get on with my project and not give a second thought as to what mentoring was and how it could be of use or benefit to me or the others on the course. So initially I did not want to be a research mentor, I wanted an MA!!! So it was with reluctance that I took on the role. Initially I had little idea as to what the role of a research mentor was and viewed it as something that required a lot of input from me and very little in return. Maybe this is down to my own past experiences of being mentored and as a mentor myself. Where often this is just a job you are expected to undertake with very little time or resources to fall back on.

It has only been since I have begun working alongside Rachele that I have begun to appreciate the rewards that a positive mentoring relationship can have both personally and professionally. Through acting as a research mentor to Rachele I have been able to appreciate the benefits of being able to share and exchange ideas and views with someone whose opinions I value and trust and as a result, I believe that both of us developed our mentoring skills as a result. I know from talking to Rachele that it was a role she was initially reluctant to adopt early on too - so maybe it is just as well we found each other and have had such a positive experience as a result! I think that is because we started at the same point and we have ended up at the same point we feel a certain empathy with each other. Our values have both changed from being quite negative towards mentoring and the usefulness of it to our research to one where we both are able to value the relationship greatly. Although we are research mentors and mentees, it does not feel like either of us are really in either role. We don't sit down and one minute Rachele is the mentor and me the mentee then swap, it much more a fluid relationship where the role changes automatically without much thought going into it. I would describe our relationship as one of mutual support, respect and trust as there is no one time where I have felt either superior or inferior to Rachele!

Acting as a research mentor has allowed me to work in a professional capacity alongside a dedicated and talented teacher who has very similar values to me - maybe this is why the partnership has been so successful, it has also taught me a lot about myself too. It has taught me to be less selfish and to support other people more than I would have done in the past, where I would have been content to just get on with it in isolation. Working collaboratively has meant that my motivation and commitment to this unit has increased and spurred me on to work harder than I think I would have done if I had been left to my own devices! Rachele has always been willing to share her work with me and I have always done the same and as a result I believe that our snapshots look and read really well. Rachele has passed comments on mine and I have done so on hers. Without

either and we are hoping that the old saying rings true - 'two heads are better than one!'



Book, books and yet more books!

Useful Resources and the PLTA!

As a new action researcher, I have been keen to discover what the term actually means and how it is one actually goes about conducting a piece of action research. But after reading about it, it soon became clear that mentoring would have a large part to play in this as well, though why I didn't pick up on this I am not sure, especially as the unit title is 'Work Based Mentoring and Action Research.'

So there was my first challenge, to complete some reading and find out exactly what these terms meant. Thankfully, Sarah Fletcher our course lecturer, pointed us in the right direction by providing us with some excellent resources that allowed us to investigate the terms further. As part of our assessment for this unit, we have been asked to complete a PLTA which is explained in the link below. By clicking on the link you will be able to see what it is I have read, what I thought about it and how I could use it in my own research and professional development.

Now all I had to do was redefine my own definitions of action research and mentoring in light of this reading and think about how to improve teaching and learning through systematic enquiry - no mean feat!

The PLTA

Here you can find a completed PLTA, 'Professional Learning Task Account' a writing scaffold issued by Bath Spa University College that helps us engage with any literature we have used in this unit.

Bibliography, References and Websites!

Here you can find out about all the sources I have used in completing this snapshot.

Rachele's praise, sound judgement and honesty, I don't think I would have attacked this unit with such vigour! I really want to share new additions with her to see what she thinks and she always keeps me regularly updated with hers. This has really challenged my original ideas on mentoring where I have always been on the receiving end and always delivered as a result, something closely resembling the Apprenticeship Model; to being in the position of really valuing the opportunity to work alongside a fellow professional with whom I feel I am on an equal footing with to achieve common goals. This relationship has really developed into one of 'mentor as co-enquirer' Brookes and Sikes (1997) and I have been able to develop my mentoring skills not only on a professional basis but also on a personal level too. This was something I could have never envisaged before I started on this course.

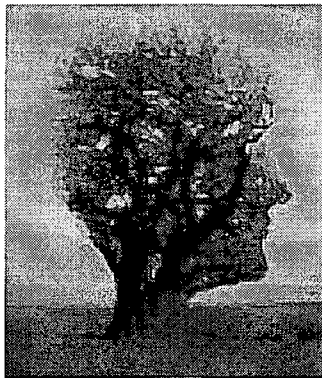
I don't profess to be the perfect mentor, I know there are areas I need to improve on. My biggest concern is that when Rachele is explaining something to me, I sometimes don't let her finish and am so keen to voice my opinion that I end up cutting across her and ruining her train of thought. I noticed this quite early on and have promised myself, in future, I will let Rachele have her say and once she has had it only then will I speak! Tough job for someone like me I know. At the moment, I don't think I am being fair to her and providing her with the opportunity to get things off her chest, but I will try harder with this aspect in the future.

Examples of student work

This is where I am hoping to include some work completed by the pupils in my Year 8 group.



FREEING THE IMAGINATION. A snapshot by Rachele Morse.

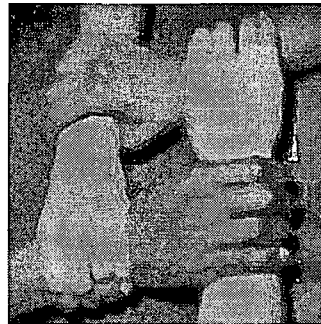


imagine the imagination

What is the focus of your investigation?

I have been teaching English for six years now; a relatively short amount of time in the grand scheme of things. Yet, in this time, I have seen English deform from a vibrant, dynamic, creative subject to a constrained, objective driven and really quite dry product of the National Literacy Strategy. With these changes in focus and delivery I have also witnessed increased changes in pupil attitude toward the subject. They no longer see it as an opportunity to be creative with language, sparking off their imagination and emotion, but as an increasingly difficult and formulaic exercise in feature spotting and conveying the 'right answers'.

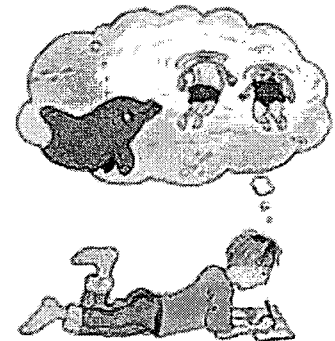
Now, don't get me wrong, there have been tangible benefits of the Literacy Strategy: improved punctuation, sentence structure and awareness of writers' craft to name but a few. My intention here is not to suggest that it is worthless, but I can't help but wonder if these improvements are at the expense of the pupils' capacity for



hold my hand to guide me through

How does my research help me to improve my mentoring?

Having imagination and creativity at the heart of action research is very similar to my initial mentor's chosen focus. As a result of this shared vision, we have approached the mentor sessions (which have basically consisted of informal chats so far) on an equal footing; neither of us being any more the 'expert' than the other. This has challenged my typical hierarchical approach to mentoring. My only experience of mentoring up until this project, involved me training and mentoring someone less experienced than myself and so this approach has seemed the most natural to adopt. This experience has provided me



My initial approach to Action Research

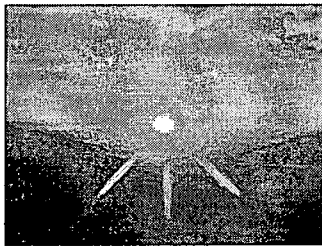
I decided to focus on a group of twelve pupils within my able year eight group. All twelve pupils achieved a 5b or 5a in their KS2 SATs and I consider each to be articulate, bright and enthusiastic about their learning. I decided to use year eight as there tends to be a lack of definition given to the yr group. Year seven have the pressure of transition between KS2 and KS3 and the year nines have the pressure of the coming SATs. In my experience, year eights can often underachieve as they lose motivation and focus.

I am quite aware that I have a bit of a 'bee in my bonnet' about how the Literacy Strategy constricts imaginative response and I was curious to know whether

independent, creative and imaginative responses. Surely children can't be becoming innately less imaginative? I decided that I would like to begin to release the imagination of some of my own more able pupils whilst still teaching within the confines of the Literacy Strategy.

My original brainstorm

This was the product of a brainstorming session in which I tried to formulate my thinking on the issue/subject that I wanted to tackle in my action research. It was the fact that my interest lay in a similar field to Donna's that enabled us to form a mentor/mentee bond based primarily on our Action Research.



My initial definition of action research.

Having attended a couple of initial lectures for this MA I was introduced to the concept of action research. We were asked to formulate our own definition of action research and my initial thinking was as follows:

I believe that action research is developed from the desire to improve an area of current practice. It is done within the context of daily work, using my own teaching as the stimulus and context for research.

Action research is a self-centered and evaluative approach to improving my practice, which would result in higher quality teaching and learning. It is an organic and generative process and gives rise to new concepts and approaches. Action research will allow me to use approaches that are both self-refelctive and grounded in individual pupils. It allows me to adapt methods of teaching according to what I find to be effective or otherwise.

Having conducted, and whilst still conducting my action research, I believe much of my original definition is still

with a refreshing change of perspective as a mentor.

We have been able to clarify each others' ideas and approaches to our intended research. For example suggestions for questionnaires and advice about approaching pupils. It has also been encouraging that we can affirm each others tentative ideas and build self esteem; something that I haven't normally got from prior experiences of mentoring!

I have felt that Karly has been encouraging yet probing in her approach to my focus and I hope that I have been able to reciprocate this style.



Mentoring: a collaborative and fluid relationship.

The nature of undertaking a task such as research mentoring in a school means that you are not allocated time within the school day to actually liaise with your partner you have to snatch time with them as and when you can. A our research projects have developed, I have found that Karly and I have very different timetables and it has been increasingly difficult to discuss any issues with her as the logistics of the school day make it virtually

the pupils themselves actually consider this to even be an issue for them, let alone be something they would like to see improved. In order to give my research a starting point, I designed a questionnaire that allowed the pupils to respond honestly and frankly about issues such as how they feel about their imaginative capacity, what stimulates their imagination, how they express it and whether they even consider it to be an important asset. From this, the pupils will share and discuss their thinking with the research group which will give me a starting point.

THE DISCUSSION

The questionnaires that I gave the pupils to answer involved a lot of probing thought on their behalf. I was interested in their views on their own imagination and its usage, as well as the importance they place on it in facilitating their learning or as a tool for experiencing everyday life. They answered the questionnaires as individuals to enable them to form and consolidate their personal opinions and thoughts but I then asked them to discuss their ideas with their peers from the target group. Their responses were very interesting. They all felt that their imagination was a very important faculty and the majority of them felt they probably didn't use it enough. What suprised me though was that they generally felt that their English lessons already allowed them freedom to be imaginative; something I am not keen to agree with. This made me wonder whether they were giving these responses because I, their English teacher, was asking their opinion or whether they

accurate. My drive for the research is born out of the desire for self-improvement. The process has been organic and has moved in different directions according to the results the pupils achieved. One way that the process has surprised me though, is that I have had to allow the pupils a higher level of independence in the research than I had originally intended. (This is a feature of my controlling personality that is detailed further in the right hand column of this snapshot.) By allowing the pupils to own a lot of the research I handed control of the project to them in lots of ways. I regarded this as a gamble and it was a big step for me to take a risk like this. However, the risk has paid off and, as a result, the pupils have shown higher levels of commitment and enthusiasm for the project. I have been amazed at their leadership skills, technical ability (they did their snapshot in an hour where it took me a month!) and sense of responsibility towards their work. They were also really proud when they saw their efforts translated into lesson plans which were to benefit other pupils in the group. This experience has shown that, for me, action research is a liberating process that has enabled me to loosen my 'classroom reigns' and take a few risks that I wouldn't normally consider. The process of my still quite under-developed action research project has been quite enlightening and extremely rewarding. (For further information on how my reading on action research has aided or changed my views please refer to the link PLTA at the bottom right hand corner of this snapshot.)



What resources / references have you found helpful?

As my research is in its infancy, I have found it useful to share ideas with my research mentor, Karly, who is doing a similar project. She and I were able to discuss a variety of approaches to

impossible. Karly and I chose each other as research mentors because our action research focus was similar. However, I have found an more informal mentor relationship has developed between myself and another colleague called Donna Chipping. This began by the pair of us being equally baffled by the approach we were to take to recording this research. Step by step, through trial and error we found our feet (though Donna really must take the credit for figuring out the more ICT heavy aspects of the research!) I found that I began running my ideas past Donna and we would check each others snapshots and provide helpful tips and comments. I have found this to be a great support. Donna and I have had collaborative approach to our informal mentoring of each other and through the changes in partner I have found that a degree of flexibility and fluidity has been necessary to allow this to happen. I hope that I have not taken time away from Donna's original mentor/mentee and I have to confess about feeling quite bad about not really seeing much of Karly.

The mentoring partnership that I have developed with Donna has progressed quite unpredictably over time. (For a detailed account of the evolution of this relationship please read the reflective journal that is linked at the end of this section. As I write this we are nearing the end of this unit of work and have reached a stage in our mentoring partnership where we are actively asking each other out to engage in collaborative and supportive work. I am surprised that this is the case because in my initial musings on the

have simply lower expectations of themselves. I also wonder how much of this is another conditioned response to the Literacy Strategy? Was it because they have not been educationally raised on the imaginative subject I know English to be?

The pupils, in their discussion, came up with some fantastic ideas for how I could teach to allow more imaginative responses from my pupils. They suggested responses through drama, dance, music, artwork, modelling, poetry etc. This was a real 'lightbulb' moment for me. I realised that, providing I could assess these against the Strategy criteria and that they would link to the teaching objectives, there is no reason why I couldn't try some of these approaches in the whole class lessons. I am really proud that the sparks for these ideas came from the pupils themselves and they are really excited about being able to have some influence on their own lessons. I plan on trialling

some of these in the near future.

pupil questionnaire

Here you will find the questions that I gave to the pupils in order to begin a dialogue with them on their feelings about imagination. These questions then became the stimulus for a lengthy discussion between the pupil (which I captured on video and hope to provide a link to.) It also sparked off their interest in finding out alternative views on this subject. From this they adopted the role of pupil researcher and conducted and taped interviews with selected peers and staff to discover other views on

particular pupils and clarify our intended outcomes. The focus of our research became quite fluid as we refined our ideas until we reached a fixed point we were happy with. I think to try and tackle this process alone would have been quite restrictive but having a mentor to 'bounce' ideas off made it much less intimidating a task. I also found it very useful that Karly was able to point out potential pitfalls in my plans and was able to be a little more detached from the issues that I am personally involved in. From my discussions with her, I was able to view the issues from a different perspective and modify my plans as necessary.

One of the things that really sparked off excitement in the pupils was when I told them that we would be making short films and video diaries of our research together. In an era when technology reigns, immediacy is the key and the pupils liked the idea that they would be able to access their findings on the internet and via moving image rather than recording purely through writing. I also value the fact that using this media, I will be able to capture the imaginative process in action. In my developing research mentor relationship I have found it useful to be able to contact my mentor via email. It has provided us with an easily accessible and quick medium for having those snatched chats that formed the basis of the early stages of our relationship. It has also enabled us to check each other's progress over the internet and debrief from the comfort of our own homes. It has meant that we have become really quite involved in each others' work and it has been good to have such easy access so that we are always up to date on changes and how the other person might be feeling about them.

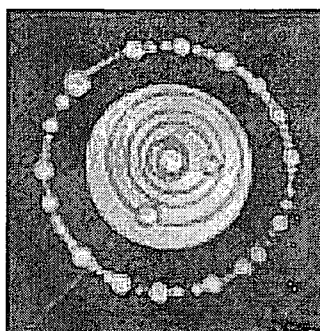
My epiphany

In my readings around the subjects of Research Mentoring and Action Research I stumbled across an idea given by Bridgit Somkeh 'Quality of Educational Research'. She states that 'much of what we do is guided by either half-known or subconscious values and beliefs...we may be unable to break the mould of routinised, ritualised actions, which have their roots in these tacit and subconscious theories, hopes and fears' There was a dawning realisation that my own classroom approach, which is one of discipline, high expectations and rigid routines is actually a

practical application of mentoring in schools, I raise the relevant point that there often simply isn't time in the school day to undertake useful mentoring sessions and yet here I am actively seeking out my mentor and engaging her in a collaborative task! Today we have spent time reading each others work and providing comments and suggestions. We have tried to 'spot the holes' in each others writing, make sure that each area is covered and setting each other targets to work on. This has been a useful session as I have read this snapshot so many times that it is all swimming into one now! A fresh pair of eyes was just what I needed. Indeed, as I type, Donna is at my side waiting to read the next installment. I can't believe that my mentoring experience has become such that I actively seek out opportunities to meet and discuss my project with Donna and I really hope that I can sustain this approach in other mentoring scenarios.

A growing relationship

In this journal you can read about how my relationship with Donna began and how it grew. I have also reflected here on my own qualities as a mentor to Donna and the improvements that have been, and need to be, made.



imagination.



you WILL learn from me

My feelings on mentoring.

I find the task of self-reflection a difficult yet useful tool. As a typical stubborn Aries, I am not especially good at accepting criticism, however constructive, even when it comes from myself! As I have started this research I have been forced to consider my own mentor style and how succesful it has been in the past. Through my reading and more recent experience of being a research mentor, I have been forced to reassess my approach to being a mentor and I am also having the novel experience of being a mentee.

I began by trying to define my preferred approach, chosing from the following categories

- 'Letting go' style
- 'Active listening' style
- 'Advisory' style
- 'Prescribing' style
- 'Cooperative' style.

I decided that I best fit into the 'prescribing' style with elements of 'Advisory'. The primary characteristics of

product of the values that I hold dear. This realisation actually made me a little uncomfortable as I also realised that until I am able to be a little adaptable then change through action research will be very difficult. It was a real epiphany for me and as well as being tough to face also gave me hope that it is possible to achieve.



What results have emerged?

I have been really encouraged by the pupils' response to the nature of my project. They genuinely seemed to understand and empathise with my objectives here and were pleased to have been selected. I was conscious that I didn't want my selected pupils to feel that they were targetted because they were underperforming. If anything, I selected them because I feel that they have tremendous imaginative potential that I am not tapping into very effectively and I want to further enrich their learning.

The pupils have been instrumental in changing a fundamental approach to my teaching. I am well known by my classes, and the rest of the school if I'm honest, as a bit of a control freak. My classroom must be just so, by books and files are organised by colour (I kid you not!) and I'm really pernickery about my little routines. The process of handing the creativity over to a group of pupils was quite a big step for me. But the response that I've had from the pupils; their enthusiasm and commitment, their fresh, unblinkered approach was renewing and regenerating. Just as I have been becoming stale in my teaching they have rejuvenated my approach. If no other results come from this investigation then it will have been worth it for that alone.

The cycle of mentoring

In my development as a research mentor during my action research project, I have been interested in the approach taken by Sarah Fletcher, our course tutor, in mentoring our group here at school. She has guided me through my initial work for our MA in a caring and gentle manner and has always been extremely encouraging towards me. This has built my confidence hugely over the past few weeks. Sarah's way is to listen to issues that I raise, to calm and soothe me when I get a little ICT stressed. She gently suggests alternatives, asking me whether I have considered this, that or the other. I have come to realise that even though the mentor relationship between us is not on a professionally equal level (she is much more experienced than me!) I have not felt like the receptor of the apprenticeship model in action (please refer to my ideas on this later in this snapshot). Sarah has very much allowed me to make my own choices and decisions but has taken an active role in guiding and supporting me towards them. It has made me see that the apprenticeship model, that I always associated with being used when the mentor relationship was not built on an equal footing, is not necessary. I believe that I have had a much more positive experience from being mentored by Sarah than I suspect any teacher trainees have had from being mentored by me. I have been gratified to hear that Sarah had liked and been interested in my work and ideas. I would like to think that she was able to take some positive personal experience from my action

this approach would be taking responsibility for the mentee's problems, offering instructions or advice on how to rectify the problems and requiring specific improvement. When I conducted a self-evaluative questionnaire designed to discover my mentor style, it turned out that my initial self-assessment was, in fact, absolutely correct. I felt a little sheepish and embarrassed by this as, when defined in these terms, it sounds a little like professional bullying! (I consoled myself by remembering that I was responsible at the time for getting NQTs and ITTs to the required level to pass their course.) However, I am beginning to recognise that there are different ways of doing this. Fletcher (2000) states that 'mentoring should unblock the ways to change by building self-confidence, self-esteem and...is concerned with continuing personal as well as professional development. I very much doubt that my mentees saw it this way! On reflection, I agree with this as an ideal to be aspired to and it has challenged my outlook in a short space of time.

I have painted a rather negative picture of my mentoring and I feel that, actually, there are many reasons why this was the way that I, and I believe a great many teachers, approach mentoring.

As I was reading around this area, I discovered that my preferred style had been categorised by Mullen and Lick (1990) as a one-way apprenticeship based model. Fletcher states that 'the apprenticeship model is still prevalent rather than the two way enquiry process that



Examples of student work

One of the most refreshing experiences of this whole project for me has been the enthusiasm and energy of the pupils involved. They have been keen to research independently and have shared their findings honestly and candidly. I find myself being constantly overwhelmed and taken aback at actually how different the world of school and learning looks through the eyes of the pupils. I have learned about their thoughts and views on the issues I'm tackling and have been surprised and encouraged by the volume of new ideas these have sparked; many of which I am intending to use in the classroom before the year is out. Under this commentary, there is a link to a separate snapshot that the pupils have created to give their own comments and accounts of their initial research with me. It makes entertaining and interesting reading. I particularly like the section on whether being blind enhances a person's imagination. I also became interested in how many pupils mentioned the performing arts such as Dance as a method for expressing their imagination. I am planning to deliver a set of lessons shortly which will allow the pupils to express their outcomes in the mode of their choice (art, poetry, song, dance, drama, modelling); a list inspired by the pupils' ideas. I shall report on the outcomes of this lesson later.

Pupil Snapshot

In this snapshot, the pupils I have been working with have given their personal account of some of the research they have conducted and their thoughts on what they have discovered

research and thoughts on research mentoring, making our mentoring relationship more of a two-way process. As a result, I believe I have, so far, had a very positive model of how a mentoring partnership can work and it has made me consider and reflect on Donna as my partner and how I can better mentor her. This is a cycle of mentoring at work. I have had a positive experience as a mentee and I that is now spilling over into wanting to create an equally positive experience for my mentee as well as for myself as a mentor. I want to try and incorporate the approaches that Sarah has taken with me into my developing mentoring style. In the attached link, I reflect in more detail what I consider to be my weaknesses in my mentoring and how I wish to improve.

The positive experience I have had through mentoring Donna has led me to reflect upon what it is that made the partnership such a success. I think that it was because it was just that...a partnership. We both started from the same point of being quite fiercely independent and preferring to work by ourselves. When we tentatively formed our working partnership, it led to an evolution of thought on how mentoring can work for the benefit of both parties. We came to this understanding independently of each other and were quite amazed at the similarities in our thinking. I believe that we are similar in our approaches and our mentoring needs have developed along the same lines. We both feel insecure about our own abilities and appreciate regular praise and feedback. We both worry about our listening

can assist in building personal and professional development'. I felt that there was an implicit criticism in this statement that needed addressing. I agree that it is the case but I believe that it is largely a result of the context of school-based mentoring that most teachers are faced with. Mentoring NQTs and ITTs is not an equal process on an experience, knowledge or confidence level, plus the mentor is under pressure to get the mentee to pass a set of specified standards. This is bound to result in the mentor placing the emphasis on imparting knowledge and skills.

Fletcher goes on to state that 'both mentor and mentee are seeking to improve their work-based practice.'. Again, I agree in principle but in reality, this is not how mentoring is introduced in schools. Teachers are commonly simply told that they will be responsible for mentoring a given person and this usually involves helping them to improve in some way.

Also, when mentors are selected, there is often little or no training given to help them to formulate a suitable approach, resulting in them simply attempting to pass on their skills, according to the apprenticeship model.

In addition to this, mentoring, in my experience, is commonly viewed by the teacher as a time-consuming extra 'add-on' for which they are not trained or often have not requested. The fact that the mentor is generally expected to take on this weighty and expansive role without having allocated time or financial remuneration often adds to a negative view that mentoring is not

skills and yet we are both willing to give each other the time needed to build these skills up. I think the parallel changes in our thoughts about mentoring are a tribute to the success of our partnership and how we have both grown.

Donna's qualities

This is a link to brainstorm on the qualities I have observed in Donna during my time as her research mentor. It includes reflections on how she has approached me as her research mentee/mentor and the attributes she has brought to our relationship. There are many qualities that I aspire to here and am consciously trying to respond to her with similar approaches.



A network of new relationships

Ongoing personal and school-wide benefits of my action research and research mentoring

I think that my primary desire is that the pupils will get more enjoyment and stimulation from my lessons as a result of the research I am conducting. From my experience, if a pupil is stimulated by and enjoys a particular lesson then this will, in turn, influence their achievement in this area. With an increase in individual pupil achievement, the issues and approaches that I hope to discover will be delivered to a wider cohort of pupils and should therefore begin to have a positive

something that they themselves will actually gain from, which is Fletcher's ideal.

Despite all of this, I agree that this situation is generally not beneficial for mentor or mentee. I think that the ideal that Fletcher is striving for is worthy but it is helpful to remember that for this to happen, it needs to take place within the realistic confines of the school environment.

CHANGES IN MY VIEWS.

My readings on Research mentoring have led me to believe that it is a more equal process because it is based on shared experience, similar focus and promoting self-reflection rather than imparting knowledge.

This leads me to believe that the nature of mentoring is conditioned by the intended outcomes and the needs of the mentee primarily. Sometimes it is necessary to adopt an apprenticeship model in order to affect significant improvement in knowledge or skills in a new or training teacher. As they gain confidence and experience, the mentor/mentee relationship could shift to a more equal footing. When mentoring a person of similar experience (in a given area) to your own, be it of many years or none at all, the process would be more equal as both roles are filled by people who are gaining from the situation. A good mentor should therefore be able to adapt their approach according to the needs of the mentee and the intended outcomes of the mentoring. In my capacity as a research mentor, I have come to realise that, contrary to my previous experience, mentoring is not just about achieving certain standards.

influence on class and, in turn, school achievement, which, of course, is central to the overall aims of the school.

Perhaps this might encourage more staff to experiment and research in this way, which would enable the school to develop into a teacher and pupil centered environment over which staff have genuine influence, rather than feeling that they are simply there to deliver a pre-determined, government-driven stack of objectives and targets (ooh...spot the cynic!).

I also hope to develop more personal relationships with my target pupils through sharing, adapting and remodelling ideas. Involving each member of the research 'team' on an equal level promotes a sense of individual value that many pupils don't get a chance to experience. Allowing pupils to grow as individuals in this way is essential in the school producing the well rounded pupils it craves.

Certainly I hope to develop my experience as a research mentor on an equal footing. My experience of this project so far has encouraged a dramatic u-turn in my preconceptions and prejudgements on mentoring and what the process involves. I hope that I am able to promote, through demonstration and discussion, what mentoring now means to me: a supportive, constructive, reflective and holistic process of professional development. If school based mentors approach mentoring in this manner, then the process, I believe, will become a much more palatable and rewarding process.

I began the process of research mentoring on equal footing with my mentee and, from the start, because the outcome was an objective we were both striving for, the relationship was one of mutual support and encouragement. It has taught me that being a mentor can actually be enjoyable, comforting and of some personal benefit as opposed to stressful, time-consuming and unwanted (my previous experiences of being a mentor!) Using Action Research as common ground gave us an immediate bond and common purpose. As a result I have become genuinely interested in my research mentee and their progress as a professional, a student working towards an MA and a friend. I have been amazed that mentoring has provided me with this experience and I think the key difference has been that we have started with the same initial purpose.

THE JEDI APPROACH.

I was my reading of Brooks and Sikes (1997) that challenged the benefits of my (previously) preferred apprenticeship style. They suggest that this mode of training, that is suited to passing on lower order craft skills through simple demonstration is actually unsuitable for mentoring a teacher as teaching is a more intellectually demanding, higher order profession. Teaching is not simply a collection of skills that can be practised and refined then applied. I realised from this that teacher mentee can't simply duplicate a style: they have to develop it for themselves and therefore the apprenticeship model isn't

appropriate. This was another 'light bulb' moment for me as previously I had been thinking within the constraints of having to get a mentee to a particular standard, rather than seeing mentoring as a person-wide process. In discussion with my husband, he likened this to a Jedi Master mentoring their Paduan Learner. The Jedi encourages a holistic and individual development rather than simply replicating a clone of themselves (every pun intended!) They encourage their mentees to experience, reflect and learn, which is perhaps a model to aim for.

The PLTA
THIS IS A DETAILED
RECORD OF MY READINGS
ON ACTION RESEARCH
AND RESEARCH
MENTORING. IT INCLUDES
MY THOUGHTS ON THE
LITERATURE AND
WHETHER IT INFLUENCED
MY THINKING

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Katie Austin

Research Mentoring and Action Research

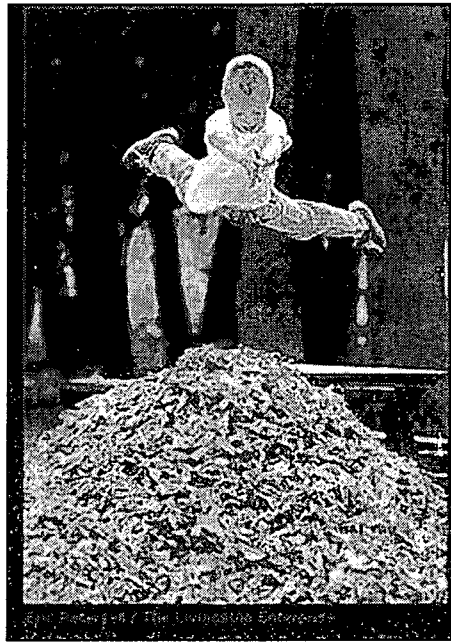
How can I improve challenge through different media for year 7 history, particularly the girls?



Who am I?

My name is Katie Austin and I am currently completing my NQT year at Bitterne Park School. Previously I studied at Exeter University to gain my PGCE in History and Citizenship and prior to that had worked at Sherborne school as a 'graduate assistant' where I taught sport and looked after a house fifty female boarders originating from many different countries. I had graduated and achieved a 2.1 BA Honours degree in European Studies.

I have decided to undergo a masters in education to keep my focus and interest in furthering, improving and developing my skills as a teacher and researcher. I felt that once I had completed the NQT year I would need to set myself realistic and interesting goals in order to develop my career in teaching. I wanted to teach as every day is different from the first and I believe it is extremely rewarding and challenging profession. A profession that can leave you flat on your face or flying above the tree



Diving deeper

What results have emerged?

Questionnaire:

- 1) Summarising the evidence gained from the first question - challenge is seen as something that is hard and testing but can be tried and succeeded at. It uses words and evidence to test your skills.
- 2) Pupils mostly associated the words - test, dare, try, question, contest investigate and analysis - with the word challenge.
- 3) Pupils found the following (in order of most difficult) most challenging in history lessons:
 - a. Evaluating evidence.
 - b. Reflecting on your own work

TT500MAR

Work-based Mentoring Award Professional Master's Programme Bath Spa University College.

This programme will enable me to work towards achieving a professional development Master's degree. We are using an action research approach to advance our professional skills and understand, reflect and analyse our role as mentors.

I want to be a research mentor as it will provide me with essential skills to reflect and evaluate my own practise and more importantly learn from and help progress other peoples professional development. It is a rare opportunity to be able to be part of this team of researchers and hence the support and determination of us all will make this project not only rewarding but potentially influential on the learning of other teachers.

Please see the spidergram link below to find out what I think it means to be a research mentor. In my reflective diary I have written in more detail about my own and my mentors thoughts on being a

tops!



The focus of my investigation

The focus is based on the improvement of challenge through different media for a year 7 history class I teach. The aim is that I will instill and encourage the pupils, girls in particular, to partake more in the lessons, respond to questioning and share work and ideas with the whole class.

I chose this focus because challenge is part of the history department development plan for this year. As a department we have been looking at individual lesson plans and asking ourselves what can we do to improve challenge? I personally want to 'raise the bar' in my lessons and, "good history teaching should make history challenging for all pupils at appropriate levels." (Ofsted, 2003-4)

I will be introducing new resources and lesson plans and will video the classes 'progress' with the help of my Head of Department, Andy Foster. Introducing new behaviour strategies will occur as the pupils will be participating in different activities. The use of drama, role-play, video and art will require me to explain what is expected of the pupils. For example, when using drama I will need to lay down the boundaries and rules in order for pupils to feel safe and confident in knowing what expectations they must meet. I have no classroom assistants so I will not have to plan for this.

[Spidergram - My Focus](#)

c. Performing a drama sketch from written work

d. Presenting findings, questioning and hot seating (all came next)

4) Pupils were then asked to think of their own challenging task and the results are as follows:

Produce a play/ Mark an assessment/
Independent research/ Create puzzles/
Reflecting on own work

5) Pupils thought they were most challenged when we used hot seating, drama and producing an assessment on Hannibal.

Lesson Evaluation:

From the evidence above I reread [Blooms Taxonomy](#) and wrote several lesson plans and made resources. I then evaluated these lessons. An example of which can be found in the link section below.

Conclusions:

I feel the pupils have been engaged and participated in class discussions more as well as working well in groups to accomplish the tasks and activities that have been set. The pupils previously found working in groups a challenge as this year 7 class have issues with working with different members of the opposite sex.

The pupils used drama to produce and present their news reports. These were filmed and then evaluated the next lesson. Pupils were expected to build upon the skills they had learnt of organisation, communication and analysis of information to produce a second news report based on a different topic. Pupils were engaged and found that watching and evaluating their own performances really enabled them to apply themselves and put hundred percent effort into their new presentations. Watching the new presentations will enable them to see how far they have improved and also challenge them to critically analyse their own and other performances.

I have been happy with the process I went through to gather evidence and the creation of lesson plans tailored to my focus. However, there are several things that I would change. I would like to have interviewed the pupils individually

research mentor (please see the link in the section below for this). I have also linked my mentors snapshot in which he has included links to our mentor meetings which work towards completing task 3.

[Spidergram - Research Mentoring](#)

[Link to Mentor's Snapshot](#)

Portfolio Evidence and Professional Learning Task Account

Please follow the links below to see the main account of my mentoring award activities and tasks.

[Professional learning Task Account](#)

[Reflective Diary](#)

[Self-Assessment](#)

Other Perspectives

[Pupil responses](#)

Pupils have responded positively and have really enjoyed taking part in the different activities. The pupils have been using different media to access challenging tasks. They found the drama most challenging and have really applied themselves to achieve their objectives. Pupils found that once they had evaluated their previous performances they could adapt their techniques to their new television report and improve upon specific aspects of their organisation, communication, research and eventual presentations.

[Mentor responses](#)



What was your approach and/or what evidence have you gathered?

Having discussed and deliberated, and finally narrowed my focus, with my research mentor I set about making a time line for research and collating evidence. It was a good idea to help me with me focus to complete a spider-gram. With me research mentor we ran through all the different aspects and how to meet them. This was then added to my evidence and can be found on the Bitterne Park School [snapshot](#).

Once this was completed I set about writing a questionnaire for the year 7 class for whom I focused my research on (a copy of which can be found from the link below). The aim of this was to ask pupils to share their ideas on what it means to be challenged. From the questionnaires I hoped to deduce what, girls in particular, thought could be included in a challenging lesson and how this could be delivered by the teacher. The questionnaires were handed out and pupils had eight minutes of the lesson to complete it. I also had put a copy onto OHT to model how to fill in the questionnaire. This worked well as the class is mixed ability and some did need more assistance in completing it.

I was then able to devise four lesson plans with resources, which encompassed challenge through several different types of media, baring in mind the conclusions from the questionnaires. I then taught all four and evaluated the impact of these compared to previous lessons.

Parent evening: I have had the opportunity to ask parents and

and repeated the process after the lesson plans were implemented. It would also have been beneficial to ask another member of history staff to use the lesson plans and see what if any changes they noted in their classes. Time is a factor and bearing this in mind I will allow planning for this in my next action research project.

A notable change is that a majority of the girls were able to voice their opinions and really benefited from the experience. It has given them the confidence to contribute more in lessons and partake in different activities without worrying what others may think of them. I still have two female pupils who are very shy and I hope to continue to boost their confidence as they are beginning to rise to the challenge.

Evaluation of lesson

Examples of student work

I hope to edit some video footage and put a link in here.

Meeting with Angus Lafferty - please see my reflective diary.



What resources / references have you found helpful?

Brookes, V and Sikes, P. (1997) The Good Mentor Guide. Milton Keynes, Open University Press, Chapter 3.

Fletcher, S. (2000) Mentoring in Schools: A Handbook of Good Practice. London, Kogan page, Part 1, 2 and 5.

Parsloe, E and Wray, M. (2000) Coaching and Mentoring. London, Kogan Page, Chapter 6.

Shea, G. (1992) Mentoring: A Guide to the Basics. London, Korgan Page, Chapter 1.

Tomlinson, P. (1995) Understanding Mentoring. Milton Keynes, OUP, Chapter 3.

www.teacherresearcher.net

pupils about the recent lessons in history. They were positive and encouraged about their own progress and the increase in confidence. I have attached a conversation with parents of one of the pupils i teach, bearing in-mind i had several parents to see that night and not only for history.

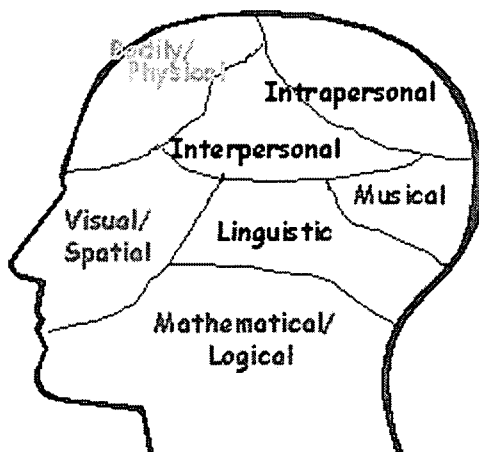
I hope to observe my mentor teach in order to offer feedback and support and he will also observe me.

[Questionnaire](#)

[Parents Evening Conversation](#)

This electronic portfolio was created using the [KEEP Toolkit™](#), developed at the [Knowledge Media Lab](#) of The Carnegie Foundation for the Advancement of Teaching.
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How can I use Multiple Intelligences to better the teaching and learning in a particular Year 10 class? A snapshot by Sally Stevens.



Multi Intelligences

What is the focus of your investigation?

I have been interested in the idea of Multiple Intelligences for about two years now, since attending an INSET at the school which I am currently teaching in. After discussions with my Head of Department I have been looking for a way into learning more about MI's and their effect on the learning in the Drama classroom. I am intrigued to know how much of an impact the awareness and usage of MI's will have on a selection of pupils in one of my current Year 10 classes.

This research is in its infancy and in discussions with my mentor, Donna, who is undertaking a similar project, I have had to begin to narrow down the focus for the project. Through 'bouncing ideas' off one another I have had to start to answer questions such as: Which model of MI's will I use?, Will I focus on one or two MI's or will the investigation in fact be open ended?, How many students will I use and will they learn in the same way?

Whichever route I choose, I wholly expect to find that there will be no definite conclusion to the study, rather that the process will be on-going and will shape the way I and hopefully my department will teach drama in the



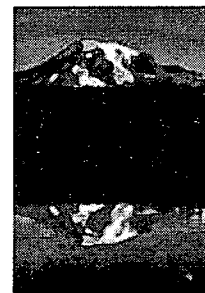
Working together as a team

What results have emerged?

When I approached the pupils in my year 10 class, their response was positive - many of them had some prior knowledge of what type of learner they are. This class know that they are a unique group of people and I think that because of our really strong relationship, the pupils wanted to help and felt as though they were important to both the development of their learning and to my development as a teacher. During one of my mentoring sessions with Donna, she showed me a format for a questionnaire she used with her pupils. I decided to use the same format with mine as it is clear and does not involve too much teacher intervention to set up with the pupils. I took this in to my most recent lesson, the pupil's filled it in and we discussed the results afterwards. Out of a class of 21 these were the outcomes:

- 1 = Logical - Mathematical Intelligence
- 2 = Visual - Spatial Intelligence
- 7 = Musical - Rhythmic Intelligence
- 3 = Bodily - Kinesthetic Intelligence
- 8 = Interpersonal Intelligence

Many of the pupils found that their intelligences overlapped, however it can be seen that most of the students in the class possess either Interpersonal or Musical - Rhythmic Intelligences (and interestingly most of the middle to lower end of the abilities in the class appear to fall into this category). I was not surprised that so many



Reflection

Examples of student work

By clicking on the link at the bottom of this section, you will be able to watch a brief video of a lesson I taught with my Year 10 pupils. In the lesson I was aiming for them to be able to make links with the work they were doing in the session and their preferred learning style. I also asked them to discuss their findings so far.

future.

Spidergram-Action Research: My project

This are my initial thoughts in regards to my Action Research project.

Spidergram - What is a Mentor?

This spidergram shows my initial thought to what the role of a mentor should be, what I would like to get out of the project and how I could see myself supporting and being supported.



Howard Gardner

What resources / references have you found helpful?

I have found the process of working through ideas with my mentor such a valuable experience. Through discussing both of our action research projects during their early stages, I was able to refine my investigation in terms of the practitioners I would study. This would help me to decide upon which MI's to use with the class. As we are both looking into the study of MI's, we were able to offer information and guidance on the practitioners and philosophies we had respectively researched. From these meetings, I have started to narrow down my investigation. I have been aware of the work of Howard Gardner through the INSET led by Karl Turner and I initially assumed I would follow his model. However through discussions with Donna and Sarah Fletcher, I have been drawn to the models put forward by Kolb, Jung

favoured learning by group collaboration but was more surprised at how many learnt in a more rhythmic style, although later reflection led me to notice that half of the class play a musical instrument and that at least half of the class have taken music as another option in Key Stage 4, so therefore I have gained a very 'arty' class. These two results have left me both pleased (as I feel that I can appeal to the Interpersonal learners as Drama involves this naturally) and a little apprehensive/challenged (I have little experience of how to incorporate Musical - rhythmic Intelligences into my teaching). The most surprising result I felt was that only one pupil appeared to learn visually. Drama is a very visual subject - often part of a typical lesson is to watch work and evaluate it visually. The pupils have been doing this since Year 7 so it came as a shock to see that apparently this is not their preferred learning style. I have also been using more visual teaching resources such as Powerpoint particularly as a starter to engage them and to solidify information. Perhaps the pupils aren't learning sufficiently like this? This is going to be one of the focus' for my video diary with them.

There are many students in this particular class who are B/A borderline however there is one boy who is capable of achieving A* easily. He however appears to fall into both Logical - Mathematical and Bodily - Kinesthetic Intelligence, both of which did not score highly. By doing just the questionnaire, I am now aware that I may not be hitting his logical learning style unless I am directly questioning him. Am I pushing him to succeed? Or am I preventing him from reaching his full potential?

What was your approach and/or what evidence have you gathered?

June 6th 2005: The next stage of my action research will focus on a 'video diary' which I will do with the pupils next lesson. I am interested in their views from the questionnaire and feel that in order to look closely and evaluate my practice now, I need to be aware of how the pupils see the lessons currently. I also want to find out how much they understand about how best they learn and whether they are aware of the parts of the lesson they are going to gain the most from. I will be asking closed and open ended questions to determine this. I am going to narrow the focus down to working closely with a smaller group of pupils who have Intelligences in the 5 main areas which came up. I am going to

and Briggs. They interest me on different levels. 'Kolb's Learning Cycle' offers a much more open ended study which I can identify with; it offers a framework which I can use in the classroom. 'Carl Jung and Myers Briggs Type Indicator' (MBTI) on the other hand, is much more of a personality model and deals with different learning styles such as intuition, perception, sensing and extroversion.

I am still unsure which route to follow but the more I reflect on my teaching and ask how to improve it and move forward, the more I am finding myself drawn towards something open ended so that a cyclical process can be started. I see my action research as being a continuous process which I can constantly reflect upon. However, perhaps for the good of the project for the short term I should focus on one or two MI's which Gardner proposes and use the open ended models (such as the MBTI) in the future?

PLTA

The following shows the reading and research I have found useful in my enquiries:

plan a lesson which will intergrate these MI's and again interview these students to assess their leaning within that lesson. I am also going to ask the students to complete two more questionnaires: one determining whether they are aware of how they learn and another very much more subject specific regarding my teaching and the impact on their learning. June 22nd 2005: Since writing the previous entry, I have videoed a session and asked the six pupils I am centering on questions regarding the lesson and what they gained from it in relation to their learning styles. They were very positive in their views and responses and these will appear as a link. I have also asked them to respond to a questionnaire about their learning so far during the year, asking them to imput the ways that they remember learning about the topics. This data shows a clear link with their Intelligence: they have shown that the pupils retain information in a particular way. I have also asked them to complete a grid which asks them to score a mark out of 10 depending on how each situation contributes to their learning.

This electronic portfolio was created using the [MERLOT Content Builder](#), an adaptation of the KEEP (Knowledge Exchange Exhibition Presentation) Toolkit originally developed by the Knowledge Media Lab of The Carnegie Foundation for the Advancement of Teaching.



Recording and sharing impact evidence of teachers' research as Continuing Professional Development

Sarah Fletcher at **Bath Spa University** in partnership with teachers at Bitterne Park School, Southampton, Westwood St Thomas School, Salisbury, Bishop Wordsworth's School, Salisbury and Hanham High School in Bristol.

[Teacher Research website](#)

[Representing Teachers' Knowledge: Case Studies and Guidance](#)

Introduction

In Appendix 1 of the document 'Helping you Develop: Guidance on Producing a Professional Development Record' there are examples of CPD for teachers in the UK. The list is extensive and it is obvious that no one method of collecting and collating data on the impact of this range of



How can an in-house MA group provide effective CPD?

The success has been the level of engagement of staff. That is the key issue. If you provide the opportunity and take away the barriers not to do it that is when you get people involved. For us it is engaging with HE as an organisation. For us it engages that extra element which was the learning at staff

activities can enable schools to record impact evidence. Using statistics to display impact eg in pie charts is invaluable but what about other kinds of CPD activity (such as working towards gaining accreditation at a university)? How can we collect and disseminate impact evidences which require a sensitive and personalised approach) and how might the evidence be shared? This web-page presents a model of several innovative ways.

What is the focus of investigation in this 'snapshot'?

Mapping:

- * How can teachers record impact evidence of CPD (continuing professional development) on their professional practice?
- * How can their school track the impact evidence of these activities in relation to School Improvement Plans?
- * How can teachers assess the impact evidence of their CPD activities on pupils' learning?

Developing

- * A simple web-based template for teachers to record impact evidence from CPD activity

Modelling

- * Teachers using web-based technology to

Teachers talk about the impact they want from CPD

Click on the links below to access the research accounts by Rachele Gregg and Donna Chipping. Look for the spidergrams and Professional Learning Task Accounts which have been developed by Coombs, S. (2000) to enable clear elicitation of practitioners' knowledge.

[Rachele Gregg's web-based research account](#)



[Donna Chipping's web-based research account](#)

Teachers write about the impact of their CPD activity

Donna Chipping and Rachele Gregg are studying for a school-based mentoring award in action research mentoring with Bath Spa University. They have used web-based templates to assist them in eliciting and sharing their knowledge. Many of these have been created by Dr. Steven Coombs, who is the head of Continuing Professional Development at Bath Spa, as an integral part of Master's level study. The web-based template created by the Carnegie Foundation for the Advancement of Teaching is an invaluable tool for teacher researchers to present their knowledge in a form that can be

level. That is very often something that gets taken for granted or does not fully get developed. It is also about providing professional development that is on site and is relevant. That is about taking the individual forward developed via the whole school initiative. It is emerging improvement from the bottom up rather than taking it from the top down.

Simon Riding, Deputy Headteacher, October 2005

In March 2005, Simon Riding, Karen Riding and Sarah Fletcher presented their findings about the usefulness of collaborative enquiry between students, teachers and HEI to teacher researchers, policy makers and university-based researchers at the Action Research Conference for the British Educational Research Association.

Teachers' research impacts on classroom practice

Karen Collins studied for her MA with the research group at Westwood St Thomas School. In addition to MA tutoring, Karen had research mentoring (Fletcher, 2005) She encouraged some of her students to join the teacher researcher group. When she and, coincidentally, two students moved to Bishop Wordsworth's School, the impact of her research-based actions was to develop a move to introduce students' research. The 6th form students and Karen with support from Sarah Fletcher

record impact of their CPD activities on teaching and learning in school.

Trialling

* A web-based template to assist teachers in recording impact evidence of CPD activities

In this web-based template, we explore some of the ways to record impact evidence of CPD on teachers lives and their school context. These are in addition to and not a replacement for conventional survey methods carried out with paper questionnaires and structured interviews:

Thanks to teachers for providing CPD impact evidence

Westwood St Thomas School, Salisbury:

Mark Potts (Deputy Headteacher)

Bob Ainsworth

Cath McKenna

Symon Leech

Bob Wardzinski

Bitterne Park School, Southampton:

Simon Riding (Deputy Headteacher)

Donna Chipping

Rachele Gregg

Bishop Wordsworth School, Salisbury:

Karen Collins

Hanham High School, Bristol

Emma Kirby

shared and validated. These KEEP toolkit snapshots allow teachers to upload text, images, audio and video files and in construction seem to encourage teachers' creativity.

Emma Kirby has written several accounts about the impact of her MA study in the Teachers' Research section of <http://www.TeacherResearch.net> In this web-based resource there are numerous accounts by teachers locally, nationally and internationally contributing to knowledge and understandings about effective CPD in schools.

[Donna Chipping's web-based account of her CPD activity](#)

[Rachele Gregg's web-based account of her CPD activity](#)

[Donna Chipping's professional learning task account](#)

Teachers make conference presentations about CPD

[Emma Kirby: Year 10 Learning Wall](#)



Emma Kirby presents her research to an audience at a British Educational Research Association Conference. There are detailed accounts of Emma's CPD between 2001 and 2005 and the impact she attributes to it in these links.

[Emma's MA study in the Teachers' Research section of http://www.TeacherResearch.net](#)

began to research mentor a group of five pupils in year 7. Collaborative enquiry began in February 2005 into the effectiveness of presenting KS3 objectives in French lessons. In November 2005 the students Shane and Alex with pupils from year 7 (and assistance from Karen) led a presentation to teachers at Bishop Wordsworth's School.

Students talk about the impact of teachers' research



Shane and Alex discuss involvement in a research project.

<http://www.StudentsResearch.net>

What kinds of opportunities assist teachers in showing the impact of CPD on teaching and learning?

- * Talking with other teachers, perhaps from other schools.
- * Talking with colleagues from LAs and other outside agencies.
- * Talking with senior colleagues formally and informally.
- * Talking with students before, during and after lessons.
- * Undertaking study towards MA accreditation in-house.

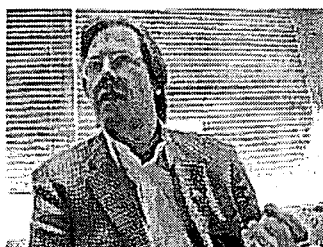
[Mark Potts describes the impact of an 'in-house' MA group.](#)

Teachers discuss CPD impact with a research mentor



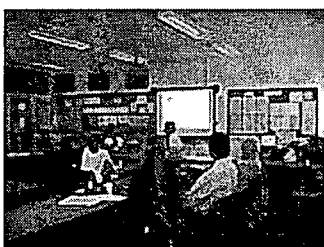
Rachele Gregg presents her research to an audience at a British Educational Research Association Conference.

Rachele Gregg: What have I gained from MA study?



Donna Chipping presents her research to an audience at a British Educational Research Association Conference.

Donna Chipping: How do web-based templates enable me to show impact my MA study on my own and my students' learning?



Here we see a photograph of Simon Riding, the school-based convener of Bitterne Park School's Teacher Research Group, discussing his work towards a PhD with Sarah Fletcher, at a meeting of the school's teacher researchers and a colleague from Creative Partnerships.



What questions assist teachers in explaining the impact of CPD on teaching and learning in school?

This chart is an example of how Bath Spa University is assisting collection and collation of impact evidence: the areas identified on the grid are taken from OfSTED documentation and although at present the questions comprise Assumptions? and Evidence? model questions are being identified and will soon be added.

Outcomes Evidence Chart



Andrew Camp (Bath Spa University Affiliated Tutor) explains how he uses web-based technology with teacher researchers at Westwood St Thomas School

How can technology assist teachers in showing the impact of CPD on teaching and learning in school?

Fletcher, S. (2005) *Using Digital Technology for Practitioner Research*, in Research Intelligence, The British Educational Research Association, P. 23

British Educational Communications and Technology Agency



Mark Potts, Deputy Headteacher at Westwood St. Thomas School, reflects on long-term impact of teacher research.

Mark's reflections on mentoring and action research and their influence on CPD at Westwood St Thomas School in Salisbury.

Useful resources and references in relation to CPD

Teachernet: Whole School Development

Becta: CPD through ICT

GTCe: CPD featuring the Teacher Learning Academy

Teachernet: CPD Strategy

Teachernet: Professional Development Guidance

Teachernet: Professional and Career Development

<http://www.StudentsResearch.net>

<http://www.TeacherResearch.net>

<http://www.MentorResearch.net>

Representing the impact of teachers' CPD in schools

The key objective of this project is to help school teachers to use web-based technology to record the timing and content of their CPD activity, and details of its impact on teaching and learning. This impact evidence could be embedded in performance management portfolios and the SEF (Self-Evaluation Form) ready for OfSTED inspection.

The TDA is encouraging its regional officers to develop web-pages to disseminate effective CPD practice and the teachers' websites constructed using freely downloadable Carnegie Foundation KEEP Toolkits would be networked to build a rich, dynamic and accessible resource for LAs', university and school-based colleagues'

Literature about recording impact evidence of CPD on teachers' classroom practice and school improvement

DfES (2001) *Helping You Develop: Guidance on Producing a Professional Development Record*

DfEE (2000) *Performance Management in Schools*

OfSTED (2004) *A New Relationship with Schools: Improving Performance through School Self-Evaluation*

The CPD Advisers' Forum of the South West Region LEAs. A Framework to aid assessment of the effectiveness of CPD leadership in schools,

Non Government sources:

Coombs, S. and Fletcher, S (2005) *Mentoring, Action Research and Critical Thinking Scaffolds*, presented to the British Educational Research Association September 2005, University of Glamorgan. This paper was presented as a poster/discussion session by Fletcher, S. & Coombs, S.

Teacher Development Journal Volume 8 Number 2 & 3

Day, C. (2004) *Passion for Teaching*, London, Routledge Press

Fletcher, S. (2005) *Research Mentoring: The Missing Link?* in Bodone, F. (2005) *What Difference Does Research Make and for Whom?* New York, USA, Peter Lang

Fletcher, S. and Whitehead, J. (2003) 'The Look of the Teacher', in Clark, A. and Erickson, G. *Teacher Inquiry: Living the Research in Everyday Practice*, New York, USA, Peter Lang

and TDA use.

Stringer, E. (2004). *Action Research in Education*, London, Pearson Press.

This electronic portfolio was created using the KML Snapshot Tool™, a part of the [KEEP Toolkit™](#), developed at the [Knowledge Media Lab](#) of The Carnegie Foundation for the Advancement of Teaching.
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The Research Mentor of Bath's Learning Journey

Stage 4 Presentation Site Map

designed by

Sarah Fletcher

The Mentor of Bath's published resource

(text is in *italics* with hyperlinks to webpages)

- * *Introduction*
- * *How do I start to use KEEP?*
- * Using KEEP templates for teacher research
- * *Context*
- * *How can I use KEEP to share my learning?*
- * *Location*
- * <http://www.TeacherResearch.net>
- * *Contents*
- * *Part One: A personal introduction to using KEEP*
- * *The KEEP Toolkit website*
- * *Part Two: Eliciting teachers' learning*
- * *E-enabling teachers' peer learning*
- * *Using multi-media to elicit learning*
- * *E-enabling teachers' peer coaching*
- * *E-enabling teachers' peer mentoring*
- * *Mentoring and Coaching for my learning*
- * *BERA Conference 08 Learning Journal*

The Research Mentor of Bath's Professional Learning Journey

(Text is in *italics* with hyperlinks to webpages)

- My TLA Stage 4 abstract (WORD doc)*
- My TLA Stage 4 Learning Journey plan (WORD doc)*
- Where did my research mentoring start? (spreadsheet)*
- Where did my concept of research mentoring originate?*
- * *How do I find my way round this Stage 4 presentation? (site map)*
- How have I represented my research mentoring to others? (PPT)*
- * *Preparing for my learning journey as an educator*
- Preparing my plan for my learning journey (WORD doc)*
- * *Planning for my learning journey as an educator*
- Revisiting my plan for my learning journey (WORD doc)*
- * *On my learning journey as a research mentor*
- 3 Mindscapes (WORD docs)*

The landscape where my journey flows towards Teacher Learning Academy Stage 4 Recognition

(Text is in *italics* with hyperlinks to webpages)

- * *The Mentor of Bath's epic tale*
- * *What have I learned from experiences of HEI wedlock?*
- * *Engaging with the knowledge base*
- * *The Commons for Teaching and Learning*
- * *My website devoted to teachers' learning*
- * *A creative synthesis of research into lived experiences*
- * *The impact of mentoring on my own learning*
- * *What does research mentoring look like as dialogue?*
- * *Research mentoring in action*
- * *BPRS agreed guidelines for mentors*
- * *Coaching and mentoring*
- * *Carrying out my plan*
- * *Evaluating my learning and its impact*

* Eliciting Learning Bitterne Park School (1)

* Eliciting Learning Bitterne Park School (2)

* Eliciting Learning Bitterne Park School (3)

Part Three: Representing teachers' learning

* Representing teachers' knowledge

* Representing whole school learning

* Japanese teachers' learning as CPD

* Advantages and disadvantages of using KEEP

* Introduction to video mail using KEEP

* An e-enabled Teacher Learning Academy

Part Four: Disseminating teachers' learning

* AERA presentation March 2008

* BERA self-study September 2008

* AERA Learning Journey March 2008

* Student, teacher and mentor learning

* Students learning alongside their teacher

* Learning about Chinese teachers' learning

* Sarah Fletcher's lecture and workshop in Tokyo

* Encouraging generativity in mentoring learners

** Engaging with coaching and mentoring en route*

My web-based self-study in Japan

Learning Journal 27 November (by request: WORD doc)

My presentation in Japan: Appreciative Coach-Mentoring

Mentoring Japanese style for my own CPD

** Learning breakthroughs during my journey*

3 breakthroughs available by request (WORD docs)

** Transforming creativity into learning and vice versa*

My 'Reading with critical engagement' template

My 'Appreciative Inquiry Journal' template

** Which major aspects of my learning have changed?*

My multi dimensional learning (WORD doc)

The role of knowledge elicitation tools

The role of KEEP Toolkit technology in learning

Developing a culture of enquiry: Lark Rise School

My critique of mentoring and coaching on my journey

** Transforming my emotions into learning*

** What is my process of critical engagement?*

** Furthering my journey as an educator*

Critiques of literature (WORD docs)

** Coaching and mentoring*

** Carrying out my plan*

** Philosophical underpinnings*

* John Dewey's Educational Creed

* Donald Schon's Reflective Practitioner

* Max van Manen Researching Lived Experience

* C S Peirce - father of pragmatism

** Where have I been; where to next?*

Where to next in my learning journey?

(text is in *italics* with hyperlinks to webpages)

** Abstract*

** What resources have I found useful?*

** What results have emerged in sharing my resources?*

** Summary of my learning outcomes from this project*

** What other research mentoring resources exist?*

** What is my research approach in creating resources?*

** What is unique in my Stage 4 presentation?*

Critique of selected literature resources

Feedback on Stage 4 web-based resources

Critique of other research mentoring resources

List of Sarah Fletcher's publications (WORD doc)

Critique: web-based technology - a new epistemology? (WORD doc)

** Core dimensions of coaching and mentoring*

** Using multi media in publishing web-based resources*

** Learning during the process of creating resources*

How do I try to help teachers use KEEP technology?

** Sharing my resources and influencing others' learning*

How do I seek feedback about my resources?

(NB You need high speed Broadband access)

How did I decide which video clips were useful? (WORD doc)

** Evaluating my resources and their impact on practice*

5 Students as researchers using KEEP websites

** Teachers in my MA group at Bitterne Park School*

5 teacher researchers using KEEP websites

** Impact of mentoring on an individual teacher's learning*

Emma's account of my research mentoring (WORD doc)

My reflections on Emma's critique (WORD doc)

** Summary of my learning outcomes as I journey on*

*What have I learned from
this Stage 4 project?
(WORD doc)*

** My research approach in
creating online resources*

*What research skills and
values have I employed?
(WORD doc)*

** What evidences national
and international impact?*

Feature in the Carnegie
Foundation Gallery of KEEP
artifacts

Teachers discuss the
impact of our work
together

Representing Emma Kirby's
Knowledge

My learning account
selected for the Carnegie
Creative Commons

** Ethical issues in using
web-based multi-media*

Web page about ethics in
teacher research

*Ethics, values and validity
in self-study (WORD doc)*

*BERA Revised Ethical
Guidelines (pdf)*

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an adaptation of the KEEP (Knowledge Exchange Exhibition Presentation) Toolkit originally developed by the
Knowledge Media Lab of The Carnegie Foundation for the Advancement of Teaching.



The Research Mentor of Bath's Professional Learning Journey to TLA Stage 4 Recognition

Sarah Fletcher

Teacher-as-Learner Mentor

[My TLA Stage 4 Abstract](#)

[My TLA Stage 4 Learning Journey Plan](#)

[Where did my research mentoring start?](#)

[Where did my concept of research mentoring originate?](#)

[How have I represented my research mentoring to practitioners?](#)

How do I find my way round this Stage 4 Presentation?

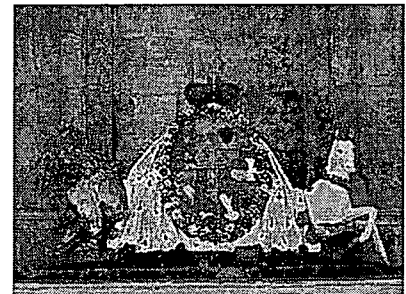
*(Do look at the presentation site map
that is linked below)*

[Site map for this TLA Stage 4
presentation](#)



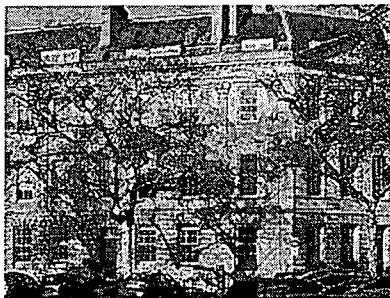
On my learning journey as a research mentor

As I have travelled on my learning journey I felt like one of Chaucer's travellers. There have been high and low points and a lot of



Learning during the process of creating resources

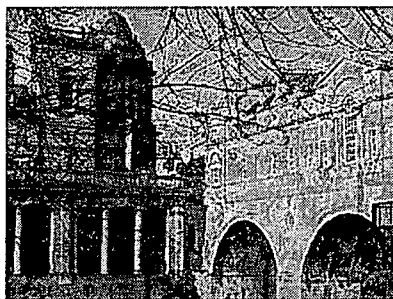
I decided to look on the KEEP Toolkit website to see if there was a video that might show teacher researchers how to



Preparing for my Learning Journey as an educator

Preparing my learning journey towards Stage 4 recognition

This commentary upon my learning journey was drafted in April 2008 and revisited and amended in November after mentoring.



Planning for my Learning Journey as an educator

Revisiting my plan for my Learning Journey

This was written in Japan following acute illness en route. (November 2008)



Engaging with coaching and mentoring en route

My web-based self-study in Japan

Learning Journal 27 November 2008
(Available by request)

Learning journal 13 December 2008
(Available by request)

My presentation in Japan: Appreciative Coach-Mentoring

Mentoring Japanese style for my own CPD

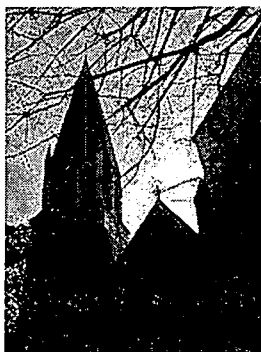
self questioning... Sometimes I have thought that I have come across the perfect answer to a query only to find that subsequently what I had discovered didn't satisfy me. Sometimes, initially dissatisfied with the strategy I was using, I later realised that it was a useful idea. Often, I have worked from intuition, engaging with my presentation with text, images and audio recordings. I took photos for this page in March 2009, not far from my home in Bath, to show where my journey starts.

In order to offer an insight into how I learn - the process by which I start from brainstorming to reduce my focus to a set of precise learning goals, I have scanned in some of my notes as completed this section: the first page is a mind map exploring ideas as I thought about them; the second a detailed overview with bullet points showing where I wanted to engage with creating knowledge and third, a set of headings, numbered by priority drawing on the previous two.

Mind scape one

Mind scape two

Mind scape three



Transforming my emotions into learning

Emotion and learning

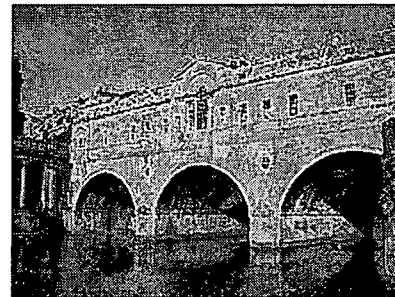
What is my process of critical engagement?

When I read a text it is like reading a book. I look around at the surrounding landscape/educational context and scan the map (contents list). After a quick cursory read, I note down sections that immediately catch my attention. The... I read again and often extract key sections (I attach some of them below) looking for links and congruences within the text and between other texts. I make notes, often using voice recognition software so I have a computer-based file of my comments that I can search and merge. Finally, I re-read the text, ensuring I have noted the main parts and significant arguments. If I am writing a critique, like those I have linked to this page, I will write up my notes

use the KEEP technology, but I couldn't find one. I then thought about problems that teacher researchers seem to have in initially accessing templates and decided that I would narrate my learning journey on video.

Because I was working on my own, I set the tripod and the video camera to record myself talking appearing on the screen behind me. As I worked, I decided to give a guided tool of my own dashboard on the keep toolkit website to show the variety of ways that I had used the technology. I decided that I would bring together a video account of how to use the keep technology to complement web pages using KEEP that I had produced with teachers over the past five years.

How do I try to help teachers to use KEEP technology?



Sharing my resources and influencing others' learning

My resources have been the basis of numerous presentations at national and international conferences and the feedback that I had been given has been very positive. I have linked to my Web-based resources to my website and <http://www.TeacherResearch.net> continues to be the leader on international Google search engines.

How do I know I have influenced others' practice? With surprise and delight I hear that my web-based presentations at seminars in the UK and for teachers in Japan have had an impact... I was not the only presenter at Stage 4 using KEEP. I also recall helping my TLA mentor to prepare for BERA '08. I was SO excited to receive emails from her excitedly saying she was developing KEEP web-pages!

How did I seek feedback about my resources?

How did I decide which video clips were useful?

Learning breakthroughs during my journey to Stage 4

[Learning breakthrough one](#)
(Available on request)

[Learning breakthrough two](#)
(Available on request)

[Learning breakthrough three](#)
(Available on request)



Engaging with the knowledge base as an educator

[What research skills do teachers need?](#)

[Is Teacher Research synonymous with Action Research?](#)



Transforming creativity into learning and vice versa

As an external examiner for several higher education institutions, I am accustomed to reviewing students' research in relation to mentoring and coaching. I look for how students engage with the professional knowledge base - with their own and others practice and with relevant literature. As I prepared this presentation, I read a great many books and I share my bibliographies in the hope that they will enable others to transform their learning too. As I read, I carry a mental template in my mind's eye and I decided to create such a template as a possible way to elicit learning through my critical engagement while reading. I also reflected on how I seek to engage appreciatively with the knowledge base of mentoring and coaching in practice and devised a template, using KEEP Technology for teacher researchers. Much of my learning arises from play... like Julia's! I play with

at this point in the form of a review.

[Whitworth - extracts](#)

[Whitmore - extracts](#)

[Starr - extracts](#)

[Pickering - extracts](#)

[O'Connor - extracts](#)

[Moon - extracts](#)

[Loughran - extracts](#)

[Lieberman - extracts](#)

[Cross - extracts](#)

[Cope - extracts](#)

[Cohen and Manion - extracts](#)

[Brookes and Sykes - extracts](#)

Furthering my journey as an educator

I have linked my critiques of literature relating to teacher education, mentoring, and research below and added the four bibliographies that I am currently critiquing to further my learning as a research mentor.

I have also linked in critiques that have been published either in academic research journals or on my website. reviewing every text in my bibliography is outside the scope of the presentation for the TLA, but something I look forward over the next few months. Every book or article mentioned in each of the four bibliographies has had at least a cursory read and some far more than that but time and opportunity has been lacking for writing up my reviews as yet - something I mean to remedy in the near future to develop my learning.

[A bibliography of teacher education literature](#)

[A bibliography of mentoring and coaching literature](#)

[A bibliography of e-learning literature](#)

[A bibliography of research literature](#)

[Critique of 'A Teacher's Guide to Classroom Research'](#)

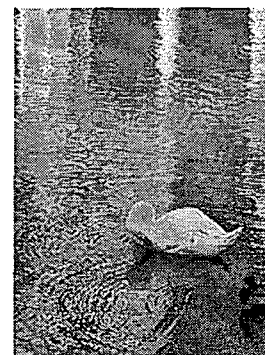
[Critique of 'The Art of Classroom Inquiry'](#)

[Critique of 'Practitioner Research and professional Development'](#)

[Critique of 'Practitioner Research for Teachers'](#)

[Critique of 'Reconceptualising Teaching Practice'](#)

[Critique of 'The Blackwell Handbook of Mentoring'](#)



Evaluating my resources and their impact on practice

When I posted some of my web pages onto the BERA JISCMail discussion lists I also asked for feedback. Comments were highly complimentary, especially from Brian Wakeman, convenor of the special interest group for Practitioner Researchers who generously said he thought that my research using KEEP was 'world class'.

Undoubtedly, the greatest impact that I value is seeing how teachers whom I have mentored have mentored others to use KEEP - using my web pages as models to help other teachers and students create more... You can see evidence of this in the published resource where students created KEEP snapshots at Bishop Wordsworth's School.

[Student as researcher using KEEP 1](#)

[Student as researcher using KEEP 2](#)

[Student as researcher using KEEP 3](#)

[Student as researcher using KEEP 4](#)

[Student as researcher using KEEP 5](#)

Teachers in my MA Group at Bitterne Park School

[Sally Stevens uses KEEP](#)

[Donna Chipping uses KEEP](#)

[Rachele Morse uses KEEP](#)

[Katie Austin uses KEEP](#)

[Angus Lafferty uses KEEP](#)

Impact of mentoring on an individual teacher's learning

I am grateful to Emma Kirby for her kind permission to display her account of the impact of my research mentoring upon her learning and to add an account of my reflections about her account. Emma and I have worked together since 2000 when she was a member of the PGCE group where I introduced a programme of mentoring integrated with self-study action research. Emma's critique is below:

web-based technology to learn how I might create tools to support teachers as researchers and research mentors and coaches.

[My 'reading with critical engagement' template](#)

[My 'Appreciative Inquiry Journal' template](#)

Which major aspects of my learning have changed?

When I set out at the start of my learning journey, I wanted to create a toolkit of research mentoring resources with online access for teachers. As I have engaged with the knowledge base, I have come to realise that teachers are so busy and we now live in an age (at least in the West) where we expect instant access to the Internet that resources that take effort and time to engage with are unlikely to be used by classroom teachers. University academics with increasingly heavy teaching timetables are hard pushed to provide tutoring for teacher researchers in their teaching groups, let alone to provide research mentoring.

I am having to change because my reliance KEEP technology is coming to an (unwelcome) end as the KEEP Toolkit template will no longer be freely available after 2009. This is spurring me on to seek other ways to enable teacher researchers and their mentors to have access to research mentoring resources. Society, at least in the UK, is moving (regressively?) towards a culture of blame and name and shame.

This is adding to the frictions about who creates knowledge and what it is right and proper to divulge in funded research where the gatekeeper holds the purse strings. Ease of online social networking is now threatening to undermine dissemination of and engagement with knowledge created by those who are considered 'outsiders' in academic circles and many find themselves exposed to bullying even in discussion lists that purport to be inclusionary. One of the major changes in my learning is that getting doctoral recognition is not the yardstick of excellence in knowledge creation. It is all too often simply a measure of who you know and who offers you patronage. On the plus side I can see now that getting qualifications is not as important as being an original thinker and that research for its own sake can be enormously satisfying. I have changed in my thinking about how teachers might approach research from firmly believing that self-study was really the only way to understanding that collaborative research in a community of teacher researchers (like that at Lark Rise School) can bring substantial benefits for all...

[Critique of 'Action Research for Teachers'](#)

[Critique of 'Modelling Reflective Practice for Pre-service Students'](#)

[Sarah Fletcher's publications 1978 - 2009](#)

[Web-based technology; a new epistemology?](#)

Sarah Fletcher's response to Whitehead's claim (2009) to have created a new epistemology of practice in web-based technology.

Using multi-media in publishing web-based resources

I planned using multi media in much the same way that I would plan a lesson to teach, thinking ahead to what would be the end result is a way of framing how I would proceed. Using video, I would write myself a plan with pencil and paper showing the progression of the shots that I wanted, before I videoed myself talking on camera. Sometimes I would realise that a section of video or a series of photo shots I had previously taken and archived would fit well in resources I was in the process of creating. Difficulties that I encountered on the steep learning curve in creating a web based guide for teachers to learn how to use KEEP might have been avoided if I meticulously story-boarded each section and scripted the video commentaries. On the other hand, the process of creativity IS messy and serendipitous!

Ethical issues in using web-based multi media

Using multi media and displaying research online can and does raise enormous issues of ethical significance. Video of children has become a fraught issue in many schools as has using photo stills of pupils' faces in research accounts displayed online. There are certainly major problems where research accounts are not validated by participants. I had an incidence of this recently when one teacher claimed all responsibility for introducing research mentoring to her students where a funded research mentor had actually done this to a substantial degree. How does one answer an on-line account of involvement in a study that is patently false? In another case, a former colleague made highly derogatory remarks about one individual, claiming he had been driven from his office by her interminable complaining. In actual fact, she was not even able to work during the period he accounted for as she was signed off work ill... but it made good story? In another case, one academic was engaged in supporting another as a union representative, but she disclosed items of the conversation that should have been confidential in a conference presentation

[My reflections on Emma's critique](#)

[Emma's account of my research mentoring](#)

Summary of my learning outcomes as I journey on...

[What have I learned from this Stage 4 project?](#)

My research approach in creating online resources

[What research skills and values have I employed?](#)

What evidences national and international impact?

When I joined Bath Spa University, I designed an MA module for enabling and evaluating research mentoring by and for school teachers. The teachers who undertook this module were invited to present at national conferences for the British Educational Research Association. One teacher, with whom I worked with using KEEP technology in another school was invited to present at the action research conference for BECTA and I was funded by BECTA to provide a research report for them on using web-based technology. I was invited by the Carnegie Foundation for the Advancement of Teaching to provide a feature article about my use of KEEP for their Gallery and I link this below. My web-page about kounai-ken as a form of CPD for Japanese teachers was chosen by the Carnegie Foundation to feature in their Creative Commons Gallery feature.

[Feature in the Carnegie Foundation Gallery of KEEP artefacts](#)

[Teachers discuss the impact of our work together](#)

The video clips can be accessed by clicking on the icon under each photo of a teacher. You will need Quicktime installed to play them. Teachers come from Bitterne Park and Westwood St. Thomas Schools.

[Representing Emma Kirby's Knowledge](#)

Emma was awarded NCSL funding to work with me to represent teachers' knowledge. We chose to use a KEEP project template in preference to other tools because of its user-friendliness.

[My learning account selected for the Carnegie Creative Commons](#)

[My multi-dimensional learning](#)

[The role of knowledge elicitation tools](#)

[The role of KEEP Toolkit technology in learning](#)

[Developing a culture of enquiry: Lark Rise School](#)

[My critique of mentoring and coaching on my journey](#)

and had it not been that the paper was displayed on a website would have known nothing about this breach of trust. Further issues relate to disclosure in self-study and I append a paper I presented to the American Educational Research Association to this effect.

Undoubtedly, the guidelines for ethical conduct revised by BERA in 2004 need looking at again, in the light of increasing use of such research 'outlets' as YouTube. What happens if a colleague uses a video that was taken with a very different interpretation from that assigned to it online? How would you know that you are shown in a certain light online for public view unless somebody lets you know? There are guidelines for ethical behaviour on discussion lists such as JISC but much of the decision about what counts as 'ethical conduct' is left to individual list convenors. I would urge BERA and other research bodies to attend to the issue of ensuring ethical online behaviour. Policing the Web is one option and this occurs in countries that feel it is necessary and appropriate to protect their citizens from exposure to what (their leaders consider) might be of harm. But where do you draw a line between freedom of speech and 'protectionist' conduct?

[Web page about ethics in teacher research](#)

[Ethics, values and validity in self-study](#)

[BERA Revised Ethical Guidelines \(2004\)](#)



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This web page was created using the [MERLOT Content Builder](#), an adaptation of the KEEP (Knowledge Exchange Exhibition Presentation) Toolkit originally developed by the Knowledge Media Lab of The Carnegie Foundation for the Advancement of Teaching.



**The landscape where my journey
flows towards
Teacher Learning Academy Stage 4 Recognition**



Photo by Galen R. Frysinger

**The Mentor of Bath's
epic tale...**

When I heard a lecture by
Richard Dawkins about the

An Uncommon Journey:

Liberty of thought is the life of the soul...

Voltaire (1727) From *Essay on Epic Poetry*

An Unknown Destination:

Judge a man by his questions rather than by his
answers

Attributed to Voltaire, expressed by Pierre Marc
Gaston



*Recounting my Tale on
my Journey*

**The impact of mentoring
on my own learning**

When I stumbled across
the idea of using the Wife
of Bath Tale to frame my
learning journey, I was
excited! I wrote to a friend
who has known me as a
classroom teacher and a
university lecturer and

theory of evolution, he made an analogy to Chaucer's 'Canterbury Tales' to story his account as 'The Ancestor's Tale'. A review of his work posted on a well known book seller's site expresses delight at how accessible this complex narrative is to read...

Here we have it - the Mentor of Bath's Tale... a story of passion and intrigue where the main character has been and is still wedded to five institutions as her ancestor the Wife of Bath had wedded five husbands.

'Experience though noon auctoritee

(Experience though no formal written authority)

Were in this world, is right ynogh for me

(Has been in this world, good enough for me)

To speke of wo that is in marriage

(To speak of the woe that is in wedlock)

Housbondes at chirche dore I have had fyve

(I have had five husbands at the church door)

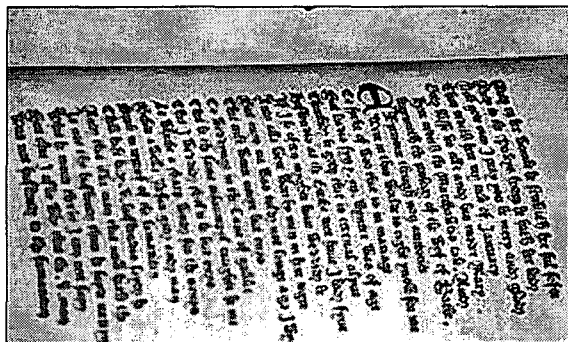
If I so ofte myghte ywedded bee -

(If I might have been wedded so often -)

And alle were worthy men in hir degree.'

(And all were worthy men in their way.)

I first wedded a university in 1994 - encountering learned colleagues exerting academic territorialism who spent many hours debating whether teachers knew how to conceptualise. I read their learned tomes but strained to find accounts of teaching that resonated with my 23



The Mentor of Bath's Tale

Engaging with the Knowledge Base

The life-enhancing opportunities:

As a school-based mentor within the Licensed Teacher Scheme operating in Bedfordshire between 1992 and 1994, I was creating knowledge about how to assist trainee teachers to develop their skills in the classroom. I published a handbook on mentoring for Modern Languages with Mike Calvert (1994) and there encountered action research terminology for the first time. As my transition from school-based to university based practice evolved I began to read more widely about mentoring. In this respect, I owe a particular debt to my mentors and not least Mike B. who explained the value of Transactional Analysis in understanding the intimacy of mentoring relationships.

I learned about the political context of mentoring from Margaret Wilkin and her inspiring encouragement as I explained I intended to seek employment in a university in order to undertake research. I left the classroom with not a little regret for I felt (and continue to feel) at home there but fired with an enthusiasm, a passion, to enable teachers' voices to be listened to in Academe.

In the course of preparing a submission of two doctoral theses I have engaged with diverse knowledge bases associated with mentoring and coaching in numerous professional contexts including school teaching, nursing, business and sports. I have lectured to nurse educators and world class athletes about these activities and count myself highly privileged to have had my own work published within the Teaching and Learning Commons and as a Case Study by the Carnegie Foundation for the Advancement of Teaching.

The energy-sapping challenges:

My research and teaching activity straddle two worlds, two continents that tend to eye one another with a certain degree of suspicion and foreboding lest either party should seek to extend or infringe its borders.

supported me throughout - though not necessarily agreeing with every decision I have made. That to me is true mentoring - we are strong friends but we challenge and co-reflect as we move our ideas on.

My mentor listened (in horror!) as I explained that I would develop my journey using Chaucer's tale... You CAN'T do that! DON'T go there! She cried! No - maybe I knew better? I persisted... to be fair the Wife of Bath's Tale helped me to unravel and come to terms with some of the twists and turns of my career as an educator. The quotations helped me to self mentor and soothe where I needed to - but why exactly was my mentor so concerned? If you choose that story - they might think you are a prostitute! Hmmm Hardly! But it helped me to see how I needed to stress that my 'marriages' to different institutions needed to be framed carefully and that I could use the Wife of Bath's Tale to inject a touch of humour into my account.

What does research mentoring look like as dialogue?

A sample from a video of me research mentoring Emma:

[Research mentoring in action](#)

What do research mentoring guidelines look like?

(Here are some I wrote for the DFES BPRS)

years of experience in the classrooms of primary, middle, secondary and upper schools. There was one colleague at that time who spoke differently - who recognised a lack of veracity in accounts of classroom teaching from others who had escaped that environment at their earliest possible exit.. he told me 'You know what education is...' and for many years we worked together, bringing teachers and other professional practitioners into researching their own practice in order to improve it..

I took early retirement in 2006, with some very, very happy memories of running an outstation on the south coast and learning alongside a lively community of mentors and PGCE students. There were flashpoints in relationships with colleagues in the department came when I mentored 30 teachers to submit for funding to undertake research into their own practice. Out of 31 applications for Best Practice Research Scholarships, 29 were successful. The following year one colleague decided to curtail my activities ... setting hurdles at every turn he thought to cut my success rate .. and that year out of 33 applications, 32 were successful! I took solace as his anger exploded in creating a self study account of my work as a teacher, mentor and researcher and devised a model of my own learning to explain my multiplicity as a professional educator. You can see my first doctoral submission linked to this account of my learning - it was examined under the criteria for 2003 - not the ones I had used ... at Appeal I won a right to re-examination but it never occurred.

I work on the boundaries between theory and practice and seek to engage in a knowledge base in both.

I teach action research to teachers and pupils in schools and yet I am told I am not a school teacher...

I present at academic conferences, write academic papers for publication and generally engage in research and yet I am not considered to be an 'academic' because my research base is no longer within a university. I cannot present for the National Teacher Research Panel Conference because I am not 'a teacher'. How bizarre it seems to find myself pressured from both camps when I seek to establish a link between them...

A Creative Synthesis of Research into Lived Experiences

Drawing on my experiences as a teacher and school-based mentor I have begun to engage with academic literature that includes first person account, the 'I' in research. I found myself challenged for diverging from the prevailing positivist epistemology in the first university I worked in and a critical incident arose when I was told, that a university seeking a 5 in the RAE did not 'do' my kind of research alongside practitioners.

As I began to work with more self assurance and understanding I could see weaknesses emerging in the kind of self study I was assisting teachers to engage in. The process of public validation among a group of like-minded researchers held ethical concerns for me. I wanted research by teachers and for teachers to stand up in any forum - and not rely on the support of like minded peers to promote it. I seized the opportunity to broaden the basis for the kind of research I was nurturing when I read about a model of action research being developed with teachers in Scotland's Chartered Teacher Scheme.

Moving from Whitehead's focus on professional values as a basis for enquiry (1989) I encouraged a focus on professional skills as well as professional knowledge and understandings. I was alarmed that practitioners were given ready made critical syntheses of writings relevant to self study to simply incorporate in their own work. I wanted practitioners to engage in more authentic forms of critique.

Over time, I realised that using a problem as a starting point for research can have its downside too. Teachers in Japan found owning a problem off putting as it involved a perilous loss of face for some. With that in mind I began to search for other starting points for enquiry. During my recent re-marriage to my first university, albeit brief, I came across the work of Selinger talking about Authentic Happiness. I felt more on track...

When I had a wonderful opportunity to work with a headteacher engaged in reflexive study of her own

scheme)

[Published BRPS Research Mentoring Guidelines](#)

Coaching and Mentoring

Maybe I should...Develop 3 mentoring models of Transactional Analysis grounded in Eric Berne's Games People Play. Engage with TA literature for coaching and relate it to Furlong and Maynard and From Mentor to Mentee - explore ideas relating to academics' induction as well as novice teachers' and cross professional. I haven't decided yet as I write this web-page... maybe there will be a separate web page for mentoring and coaching I have been offered as I create this presentation? I have yet to learn how I will depict this... but one thing is certain... without mentoring and coaching this Stage 4 presentation will be lacking, it will be missing not only a core dimension but a richness through dialogue that it will need...

Carrying Out My Plan

This web page is part of my work in carrying out my plan to achieve Stage 4. I realise that my plan changes and evolves as I undertake my journey... I will keep a learning journal and offer that as part of my presentation, personal and professional reflections (Can I separate them? Would I want to?) will intertwine as a Mentor of Bath's Tale.

My second wedding was to a university college who welcomed me warmly and promised me happiness. I helped them to achieve university status but though I had an opportunity to learn new skills that enabled me to scaffold my learning and assist others to do so, jealousies meant opportunities were wasted... Money that could and should have gone to bring in more staff was lost as we debated where we might find more teaching space until somebody realised it would not be possible to teach between different sites miles apart without severely disrupting daily routines. I struggled to travel 230 miles in 2 days work per week, teaching in distant lands - I loved the company of the teachers, My 'spare' time was spent enjoying the company of the teachers on-line and using KEEP Toolkit templates that can bring their accounts to life!

I must admit at this point that I have been wedded to more than one institution at one time .. while I was wedded to my second institution I sought pleasure in wedding another! But I am not, as you might think, a low flandering academic! I was open in my dealings with both institutions and being an external examiner in one while wedded to another was encouraged as it was good for public image and brought in funding... I will pass over detail of how my second wedding disintegrated but simply say I was glad to leave it behind. I value much of what I learned in this second marriage despite the difficulties and I prospered in my teaching -not least in promoting the use of web-based technology to assist the work of educational research mentors.

influence in a lower school in the south-east of England, I was introduced to Appreciative Enquiry (Cooperrider, 'Appreciative Inquiry Handbook,' 2003) for the first time and revelled in the encounter.

As my ideas are evolving alongside teachers with whom I have the delight of research mentoring, a search to find a suitable tool and format for them (and me) to represent research led me to the KEEP Toolkit Templates from the Carnegie Foundation for the Advancement of Teaching. Imagine my delight as I saw my work limelighted as a case study in their Gallery. Imagine my excitement as I realised my web page on Japan was foregrounded within the Teaching and Learning Commons. With my own website emerging as a resource centre for research mentoring and the rich array of teacher researchers' accounts linked to it at <http://www.TeacherResearch.net> I realised that in order to develop my ideas in learning conversations and my learning networks I must leave employment as an academic in higher education and strike out alone...

As we meet along my learning journey I have started to develop my own business as a consultant mentor. I am currently involved in working with a company who delights in emerging technologies and education... We are focusing on a project funded by the General Teaching Council to explore E-enablement of the TLA. How I love the challenge of encountering new worlds, new dialogues and to feel valued for my experience!

[The Commons for Teaching and Learning](#)

[My website dedicated to teachers' research](#)

[Generic activities in research mentoring and coaching](#)

This is not a scientific experiment... I don't know where my journey will lead me... I don't know if I will wed more institutions along the way... maybe? Maybe a journey to a PhD with another university?

Philosophical Underpinnings

The roots of Educational Research Mentoring reside in the American philosophical tradition of 'Pragmatism;' attributed to Peirce and developed by William James. 'The pragmatic method is to try to interpret each notion by tracing its respective practical consequences. What difference would it practically make to anyone if this notion were true? If no practical difference whatever can be traced, then the alternative has been practically the same thing and all dispute is idle.' (James, W., 1907; 42) The point at issue is 'What use is knowledge and how can it be used for the *common good*?'

Donald Schon (The Reflective Practitioner, 1995: 13) talks about a crisis of confidence in the professions. 'the decline in professional self-image (which) seems to be rooted in a growing scepticism about professional effectiveness in a larger sense, a sceptical reassessment of the profession's actual contribution to society's well-being through the delivery of competent services based on special knowledge.

...it hinges centrally on the question of professional

Now at last a free woman but not, I hasten to add, a loose one I was able to indulge my delight in wedding yet another institution - over the seas in a green and leafy land where mentoring was newly introduced. How I enjoyed my visits to advise and more importantly be advised about what was developing in schools and other professional contexts in mentoring and coaching. I pored with great pleasure over submissions sent to me for marking at Master's level and this reminded of the happy heady days of my earlier weddings.

Married to two institutions as external examiner I delighted in exchanging ideas about our teaching and learning. I travelled to far lands, to Japan and Canada, to Croatia, Spain and the USA - such wonderful opportunities to expand my horizons - I worked with teachers and pupils across England too - developing understandings about how research mentoring enable their pupils' voice - I have been so very fortunate...

What have I learned from my five experiences of HEI wedlock?

From the first marriage I learned how to undertake research in an academic setting and to work alongside teachers, athletes and business leaders in a research coaching and mentoring relationship. I learned how to develop my ideas using photography and digital technology and I learned how to assist mentors to research their own mentoring in ITT. I learned how to undertake self study action research too.

From the second marriage I learned how to structure the expression and

knowledge. Its professional knowledge adequate to fill the espoused purposes of the professions? Is it sufficient to meet the societal demands which the professions have helped to create?

My overarching aim in creating this Stage 4 presentation is to offer something for the good of the profession of teaching and thereby to the good of society in general. As a teacher educator and mentor, I have a passion to try and improve the lot of the next generation of human race. My espoused contribution is to assist the teachers of this new generation to learn how to improve their practice by learning how they themselves learn. A convoluted route perhaps, but one that I claim is a contribution to the good of society in general.

Dewey has been widely celebrated as the father of modern educational practice in the UK and stateside and many of the fundamental principles in Pragmatism are evident in his work. Where he writes in his pedagogic creed (1987:77) he shares his conviction that 'all education proceeds by the participation of the individual and the social consciousness of the race. This process begins unconsciously almost at birth, and is continually shaping the individual's powers, saturating his consciousness, forming his habits, training his ideas and arousing his feelings and emotions. Through this unconscious education and the individual gradually comes to sharing the intellectual and moral resources which humanity has

representation of my own and other researcher's knowledge. I developed a module at MA level to assist research mentees to become research mentors and I evidence claims in my first doctoral submission that Educational Research has a beneficial impact for mentor and mentee. I learned to use KEEP Toolkit Templates as I mentored others.

From my third marriage I learned better how to critique constructively what had occurred in my first two as I developed my ideas about ERM *Educational Research Mentoring*. As an external examiner I was able to broaden my knowledge of mentoring to encompass 'coaching' and draw upon models developed within psychotherapeutic settings. I learned to integrate my ideas as well as the fine art of 'academic challenge'.

In my fourth marriage I learned the profound joy of seeing my own ideas taken on by others in a constructive way. I experienced my educational influence celebrated in students' writings about *educational mentoring* and I took heart. There is as much good in the academic world as elsewhere. I saw my work in a new light.

succeeded in getting together.'

Schon too displays leanings towards a similar philosophical base with his insistence that effective teaching encompasses more than 'technical rationality.'

Van Manen's focus on researching lived experience as a basis for understanding and hence improving practice could also be viewed as a manifestation of the move towards research that directly influence teaching and learning in school.

The tenet of pragmatism is essentially that research needs to be useful in practice and organisations such as CUREE who developed the National Framework for Mentoring and Coaching in the UK are continuing to pioneer this as a platform for teachers' on-going professional development.

[John Dewey's Educational creed](#)

[Donald Schon's Reflective Practitioner](#)

[Max van Manen Researching Lived Experience](#)

[C S Peirce - father of pragmatism](#)

[William James Talks to Teachers](#)



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The Mentor of Bath's Published Resource

for

Teachers-as-Learners

Sarah Fletcher

Research Mentor

~~~~~

Presented for TLA Stage 4

Recognition of Learning

### Introduction

I have noticed a need for resources to assist mentors and coaches in the teaching profession to support one another's personalised learning as CPD. To address this gap I have drawn on my own experience in using KEEP web-based technology to create this Toolkit for Teachers-as-Learners.

My aim is to show some of the possibilities that KEEP Toolkit technology can offer teachers by linking examples of my web-based 'snapshots of practice' together. My intention is that these can be used in mentoring sessions and by teachers working alone on line to evoke creativity in how teachers talk about their 'practical knowledge'. As a former teacher in schools I recognise time and funding are major issues. The need for a technology that is simple to use paramount and it needs to be fun to use too... I will never forget the first time I saw a presentation by a group of teachers at the International

### Context

These Toolkit resources can provide a focal point for the **learning conversations** between mentors and mentees.

*For example:*

- \* What do I mean by *teachers' learning, mentoring and coaching*? What do others mean?
- \* I'm new to mentoring teachers and I want to find out what mentoring and coaching can offer.
- \* How can I help teachers to express their learning, show what they know and share it ?
- \* I'd like to present my learning to the Teacher Learning Academy at Stage 4. What might a published resource look like?
- \* Where can I see an example of a published resource for Stage 4?
- \* How can I create simple web pages about my own learning? How have other teachers done this?
- \* How do I show what I know to other teachers in my school and beyond? Can I link a web-account of my learning to our school learning platform?
- \* How has colour been used to distinguish sections of the webpages? Is it better to use text, video clips or use digital stills or a mixture of three and what will I choose?

### Contents

There are 4 parts to this Toolkit for Teachers-as-Learners:

**Part One:** A Personal Introduction to using KEEP

An introduction to using KEEP which you will find on this web page (left column) and in the link below. The personal introduction opens into a page where you have a choice.

If you have high speed broadband you can access video clips directly where I talk about (the joy of using) KEEP. If you are not sure or if you know you have low broadband speed, please access the other page, which allow you to see video in a browser window and provides an audio transcript.

If you prefer to access the KEEP Toolkit website directly without more introductions - here it is:

[The KEEP Toolkit website](#)

[A personal introduction to KEEP](#)

Conference for Teacher Research in Baton Rouge not far from New Orleans (USA).

Such infectious enthusiasm!

My aim is to pass on the stimulation and excitement that I shared with that group to others. Chance took me to that conference and I might so easily have missed seeing KEEP in action. Using templated web-pages and embedding photo images, video and text I hope other engage with what the teachers at Bitterne Park, at Westwood St Thomas and at Bishop Wordsworth School have designed. My intention is to help teachers use web-based technology within action research, adding to their web-pages in spare moments when writing a dissertation might not appeal, building up a presentation for the Teacher Learning Academy alongside the teaching, marking and all the other priorities that are the stuff of teachers' busy everyday lives in the classroom.

### How do I start to use KEEP?

If you access the KML KEEP website (linked below) you'll find several resources to help you...

*CLICK* on each of the coloured boxes first of all and see what KEEP can offer you as a learner:

- 1) *GREEN BOX* Learn more about KEEP
- 2) *ORANGE BOX* Get an overview tour
- 3) *BLUE BOX* See some

### How can I use KEEP to share my learning?

- 1) Create your account using the RED BOX first and once you have your password just *Log In*
- 2) That takes you to *My Dashboard*
- 3) From the icons along the top select *New*
- 4) You will see *Project Snapshot view example : use template*
- 5) *CLICK* on *use template* Block the text in *the Save As* box
- 6) ADD your own title e.g. A Snapshot of my Learning and *Submit*
- 7) *In your DASHBOARD find your new file and then CLICK the "edit" icon*
- 8) *CLICK* on *Edit Title* and block and type to replace *Project Snapshot* then *SAVE*
- 9) Use *Edit* box to add text, photographs and videos (keep them short!) then *Edit Links*
- 10)... *and there you are... if you can send an email and an attachment USING KEEP is EASY!*

### Location

These published resources are currently linked from the Home Page of my website for teachers as researchers.

<http://www.TeacherResearch.net>

### Part Two: Eliciting teachers' learning

[E-enabling teachers' peer learning](#)

[Using multi media to elicit learning](#)

[E-enabling teachers' peer coaching](#)

[E-enabling teachers' peer mentoring](#)

[Mentoring and coaching for learning](#)

[BERA conference 08 Learning Journal](#)

[Eliciting learning Bitterne Park School 1](#)

[Eliciting learning Bitterne Park School 2](#)

[Eliciting learning Bitterne Park School 3](#)

### Part Three: Representing teachers' learning

[Representing Teachers' Knowledge](#)

[Representing whole school learning](#)

[Japanese teachers learning as CPD](#)

[Advantages and disadvantages KEEP](#)

[Introduction to video mail using KEEP](#)

[An E-enabled Teacher Learning Academy](#)

### Part Four: Disseminating teachers' learning

[AERA presentation March 2008](#)

[BERA self-study September 2008](#)

[AERA Learning Journey March 2008](#)

examples

4) *RED BOX* Create an account

Take a look inside the GALLERY at the right of the top toolbar and search for 'Sarah Fletcher'

*CLICK* on *COMMONS* and watch the videos about KEEP linked to the *Carnegie Commons Page*

Once you have an idea about what KEEP technology can offer you are ready to get creative! Enjoy your journey...

[Using KEEP Templates for Teacher Research](#)

Here is my account, with video clips (these may take some time to load even with a fast Broadband connection ).

[Student, teacher and mentor learning](#)

[Students learning alongside their teacher](#)

[Learning about Chinese teachers' learning](#)

[Sarah Fletcher's lecture and workshop Tokyo](#)

[Encouraging 'generativity' in mentoring learners](#)

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[Home](#)   
 [Teachers' Research](#)   
 [Research Mentoring](#)   
 [News & Events](#)   
 [Reviews](#)   
 [Links](#)

## Introduction

### Introduction

This website shows how teachers in schools can initiate and sustain educational research within their everyday work in their classroom. Teachers as researchers are often supported by a process of 'research mentoring' (Fletcher, 2005) integrating mentoring into action enquiry. Teachers and research mentors are 'experts' whose skills, values and understandings complement and enrich one another's practice.

### Sarah's Publications

Teachers' action research is on-going professional development for teachers, by teachers rather than being done to teachers by outside 'experts'. It is a form of systematic enquiry undertaken by individuals or groups who share a passion to improve their own and others' teaching and learning to support students in school.

Site owner contact details



Click here to join the

**TEACHER-  
RESEARCHER**  
 Discussion Group

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### These are the website's main areas:

- **Teachers' Research:** local, national and international work.
  - **Research Mentoring:** an overview of scope and methodology.
  - **News and Events:** locally, nationally and internationally.
  - **Reviews:** a personal look at relevant books and websites.
  - **Links:** to websites supporting teacher researchers.
- 

## LATEST NEWS 2011

.....  
**THIS SITE IS BEING UPDATED - PLEASE CHECK BACK SOON!**  
 .....

### September 6-8 2011

**London; Institute of Education (WC1H OAL). Annual Conference for the British Educational Research Association, two symposia and many individual paper presentations for the BERA Mentoring and Coaching SIG (convened by Sarah Fletcher) Further details at <http://www.beraconference.co.uk>**

### July 20 2011

**Birmingham; St Thomas Centre (B15 2AF). Workshop for the BERA Mentoring and Coaching SIG and NPQICL Group, 'Multicultural Mentoring' with presentations by Routledge Publishing Group (Philip Mudd) and members of both Special Interest Groups**

### April 7 2011

**New Orleans, USA; American Educational Research Association, 92nd Annual Conference**

**New Orleans The theme for 2011, selected by AERA President Kris D. Gutiérrez and Annual Meeting Program Chair Joanne Larson, is *Inciting the Social Imagination: Education Research for the Public Good*. A selection of highlighted sessions that also will be webcast at <http://www.aera.net>**

### March 18 2011

**University of Oxford Oxford, Learning Institute, Workshop for the BERA Mentoring and Coaching SIG, 'Writing with an Eye to Publication' Presentations by EMERALD Publishing Group (Valerie Robillard & Kieran Booluck) and members of BERA's Special Interest Group**

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**2010**

**November 5-8 2010**

**CARN (Collaborative Action Research Network) Conference  
University Arms Hotel Cambridge. How far are the various  
presentations about practice in actual fact action *research*?**

**August 1-31 2010**

**E-seminar in response to Dr. Jack Whitehead's call for discussion  
proposed in Research Intelligence, the newsletter for the British  
Educational Research Association. Does he condone plagiarism?  
How far do his flows of 'life affirming energy' emerge in his work?  
Archived postings in August's e-seminar can be accessed [HERE](#).**

**June 14 2010**

**'Time to Play' seminar Wallasey, Merseyside 'How about we peer mentor?'  
Invited by Nick Owen of the Aspire Trust, Sarah Fletcher led the session:**

**May 8 2010**

**E-seminar: "Questions in the Practice of Mentoring"**

**BERA Mentoring and Coaching Special Interest Group is delighted to welcome  
you to the latest in their series of e-seminars. Dianne Allen will be convening  
her seminar from May 10 on our MENTORING-COACHING weblist - [CLICK HERE](#)  
for Dianne's introduction and opening questions**

**May 9 2010**

**Fatma Al Hinai posted to our JISCMail TEACHER-RESEARCHER discussion list  
from the Oman  
asking for advice in helping teachers in schools in Oman to become more  
entrepreneurial.**

.....  
**Archive from 2009 for this website ([Click here](#))**  
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**Archive from 2008 for this website ([Click here](#))**  
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**Archive from 2007 for this website ([Click here](#))**  
.....

**News and views ...**

**Do you know... there are two discussion lists for the mentoring and coaching  
special interest group for the British Educational Research Association?**

**CLICK for the JISCMail Mentoring and Coaching discussion list**

**CLICK for the JISCMail Teacher Research discussion list**

**Do you know... that if you join the Mentoring and Coaching Special Interest  
Group for the British Educational Research Association (the Convenor is Sarah  
Fletcher) you are eligible to receive a  
major discount on the annual rate for the internationally acclaimed *Mentoring and  
Tutoring Journal*?**

**Do you know... about the open access mentoring and coaching journal?**

**CLICK for the *International Journal for Evidence Based Coaching and  
Mentoring*  
edited by Dr Elaine Cox and Birgit den Outer at Oxford Brookes University**

.....  
**TEACHER LEARNING ACADEMY Stages of Recognition**  
.....

**Have you seen...**

**Web-based research accounts by members of the  
Bitterne Park School Teacher Research Group**

**A web-based archive of evidence that teachers' research impacts  
constructively on teaching and learning in schools.**