

# Mentoring In Schools

Recognizing the pretentiousness ways to acquire this ebook **Mentoring In Schools** is additionally useful. You have remained in right site to begin getting this info. get the Mentoring In Schools partner that we come up with the money for here and check out the link.

You could buy lead Mentoring In Schools or get it as soon as feasible. You could quickly download this Mentoring In Schools after getting deal. So, considering you require the book swiftly, you can straight acquire it. Its for that reason certainly easy and correspondingly fats, isnt it? You have to favor to in this express

## **Mentoring Teachers in the Primary School**

Kristy Howells

2020-12-29 "Mentoring Teachers in the Primary School helps mentors of trainee and newly qualified primary school teachers in both developing their own mentoring skills and providing the essential guidance their beginning teachers need as they navigate the roller-coaster of the first years in the classroom. Offering tried and

tested strategies based on the best research, it covers the knowledge, skills and understanding every mentor needs. Together with tools for self-evaluation, this book is a vital source of support and inspiration for all those involved in developing the next generation of outstanding teachers. Key topics for primary mentors include: subject-based chapters, teaching SEND Early Years developing

pedagogical content knowledge Filled with guidance to support mentor's own development, Mentoring Teachers in the Primary School is a vital guide for mentors of primary school teachers, both trainee and newly qualified, with ready-to-use strategies that support and inspire both mentors and beginning teachers alike"--

**Creating Dynamic Schools Through Mentoring, Coaching, and**

**Collaboration** Judy F. Carr 2005 A guide to creating successful schools covers mentoring of new teachers, using study groups, and building a variety of learning communities.

**Mentoring New Teachers**

Hal Portner 2008-04-25 A comprehensive guide for developing successful mentors! In the latest edition of this bestseller, the author draws upon research, experience, and insights to provide an overview of essential mentoring behaviors. Packed with strategies, exercises, and resources, this book

examines four critical mentoring functions and gives school leaders, mentors, and staff developers the tools to create a dynamic mentoring program or revitalize an existing one. Features and topics new to this edition include: Classroom observation methods and instruments Teacher mentor standards based on the NBPTS Core Propositions Approaches to mentoring the nontraditional new teacher A guide for careerlong professional development

Mentoring Science Teachers in the Secondary School Saima Salehjee 2020-12-14 This practical guide helps mentors of new science teachers in both developing their own mentoring skills and providing the essential guidance their trainees need as they navigate the rollercoaster of the first years in the classroom. Offering tried-and-tested strategies based on the best research, it covers the knowledge, skills,

Downloaded from [www.sfeg.it](http://www.sfeg.it) on December 8, 2022 by guest

and understanding every mentor needs and offers practical tools such as lesson plans and feedback guides, observation sheets and examples of dialogue with trainees. Together with analytical tools for self-evaluation, this book is a vital source of support and inspiration for all those involved in developing the next generation of outstanding science teachers. Key topics explained include:

- Roles and responsibilities of mentors
- Developing a mentor-mentee relationship
- Guiding beginning science teachers through the lesson planning, teaching and self-evaluation processes
- Observations and pre- and post-lesson discussions and regular mentoring meetings
- Supporting beginning teachers to enhance scientific knowledge and effective pedagogical practices
- Building confidence among beginning teachers to

cope with pupils' contingent questions and assess scientific knowledge and skills.

- Supporting beginning teachers' planning and teaching to enhance scientific literacy and inquiry among pupils
- Developing autonomous science teachers with an attitude to promote the learning of science for all the learners

Filled with tried-and-tested strategies based on the latest research, *Mentoring Science Teachers in the Secondary School* is a vital guide for mentors of science teachers, both trainee and newly qualified, with ready-to-use strategies that support and inspire both mentors and beginning teachers alike.

Mentoring Geography Teachers in the Secondary School Grace Healy 2022-02-24

**Teacher Mentoring and Induction** Hal Portner 2005-04-27 In this groundbreaking work, Harry K. Wong, Laura Lipton, Bruce Wellman, and other top names in the field examine how

Downloaded from  
[www.sfeg.it](http://www.sfeg.it) on December  
8, 2022 by guest

successful mentoring and induction programs are developed and demonstrate how they can be replicated.

Learning Mentors in Schools Leora Cruddas 2005 "The case studies in this book show that learning mentors are indispensable to supporting school improvement. Thirty five studies of best practice illustrate the day to day experience of learning mentors and how they improve children's learning, participation, personal development and well-being. They are contextualised within theories of child development, learning and notions of educational equality and take account of school management and multi-agency working." "This is the first book on learning mentors to present case studies and offer such detailed guidance for good practice, and it will be indispensable in both primary and secondary schools."--BOOK JACKET.  
**Mentoring in Schools - the Way to Succeed** Pam

Richardson 2012-03 The aim of this book, "Mentoring in Schools: The Way to Succeed" by Pam and John Richardson, is to provide an aide memoire for mentors of young people with a ready reference for safe and effective mentoring best practice. Every year of a young person's education is an important step on their path to becoming a valuable member of society. Every step they take is moving them nearer to living a happy and fulfilling life. That is the ideal situation for our young people. However, it is not always the reality. Modern day life can present all sorts of challenges that young people have to cope with whilst they try to get a good education. Do we need to list them? NO! No young person goes to school determined to fail and yet this can be the outcome for all too many these days. So what can be done to help young people to achieve despite the challenges that they may face?

Mentoring has for a long time been seen as a way of helping people to fulfil their potential. This book will be a useful reference to support those people mentoring young people in any setting, *Mentoring Design and Technology Teachers in the Secondary School* Suzanne Lawson 2019-08-21 This collection offers an evidence-based approach to mentoring and supporting design and technology teachers and educators in the secondary school and provides tried and tested strategies to support this role. Contributors offer tasks and reflections to inspire and motivate mentors to get the best out of beginning teachers in the early stages of their career. Key topics explored include: • Helping new D&T teachers appreciate the fundamental nature of design and technology and how this informs both why it is taught and how it is taught. • Understanding yourself

as a mentor - beliefs, values and attitudes, and how your experiences influence your approaches to teaching.

- Observing design and technology teachers' lessons and offering tools for observation and analysis.
- Risk taking in the classroom: moving teachers forward from pedestrian to innovative practice.

Filled with practical guidance on lesson planning, risk taking, and learning conversation, *Mentoring Design and Technology Teachers in the Secondary School* offers advice and guidance to support mentors in developing inspirational D&T teachers of the future. This essential guide is perfect for mentors of beginning teachers, whether trainee, newly qualified, or those who find themselves teaching the subject for the first time.

*Issues in Mentoring* Trevor Kerry 2014-07-22 As the initial training of teachers becomes increasingly

Downloaded from  
[www.sfeg.it](http://www.sfeg.it) on December  
8, 2022 by guest

based, and as schools and colleges develop formal induction programmes for their newly qualified teachers, the role of the teacher mentor is fast becoming a pivotal one in teacher education. Individual sections look at mentoring as it relates to:- \* Initial Training \* Induction \* Assessment \* Whole institution staff development Throughout, the emphasis is on the ways in which mentoring contributes at all points in the continuum of professional development. Anyone involved in mentoring in any setting - from the primary school to the adult education college - will find this book indispensable as a guide to reflection and a spur to action.

### **Mentoring with Meaning**

Carlos R. McCray  
2015-08-21 Mentoring with Meaning, and its forthcoming companion, Making Mentoring Work, will help educators to mentor or to be mentored effectively in our

schools. We all have had mentors, those key adults from family, work, and/or schools, who have assisted us in learning. Mentors help us to become good adults, skilled and able professionals, and contributing member of community and society. This book seeks to help everyone, educators in particular, to be mentored and to be a mentor.

Principal Mentoring Carl J. Weingartner 2009

Develop a principal mentoring program that produces effective leaders and high administrator retention rates! This resource for school and district leaders presents a proven mentoring model for recruiting, supporting, and retaining effective principals. The author illustrates how to help new principals achieve success in areas such as improving curriculum and test scores, ensuring student safety, managing the budget, and enhancing school climate. The book

Downloaded from  
[www.sfeg.it](http://www.sfeg.it) on December  
8, 2022 by guest

provides reflections on principal recruitment and retention and also covers: Developing supportive mentoring relationships Assisting new administrators with professional growth and development Advising on district mandates, operational issues and exceeding standards Identifying practices that can have a negative impact

### **Peer Mentorship in Schools**

Jose Aviles  
2018-07-15 There is nothing more powerful than receiving adjusting and affirming feedback from a peer. This book is designed to assist all school stakeholders who are interested in implementing an effective peer mentorship program that is specifically geared for middle or high school students. Whether you are a student, parent, guidance counselor, social worker, teacher, or principal, this book will be a guide listing and framing best practices for the coordination of a peer

mentorship program. Peer mentorship can be an essential piece of a larger puzzle and have a tremendous impact on school culture nationwide. For students being mentored, the difference in them is almost immediate. Mentorship has a significant effect on attendance, grade point averages, suspension rates, disciplinary referrals, and classroom disruption and bullying. There are several essential components that make up peer mentorship. First, there is the leadership institute that all mentors must complete. In this institute, peer mentors will be trained not only as peer mentors, but as peer mediators specializing in conflict resolution. This has a direct impact on school climate and culture by addressing issues such as arguments, disagreements, and fights. Then, there is the creation of a peer council. This is a mechanism designed to

keep peer mentors in check. Though peer mentors are selected and trained, they are still teenagers and, at times, will succumb to poor decision-making. Peer council holds mentors accountable. Lastly, there is continual collaboration with peer mentors covering a variety of subject matter throughout the year. This will provide mentors with the tools and guidance they will need when working with their mentees. Peer mentorship is a powerful tool that will assist middle and high school stakeholders in achieving their goal of providing the most student-friendly environment possible.

### **Mentoring in Schools**

*mentoring-in-schools*

Haili Hughes 2021-04-28  
An all-encompassing guide to becoming a valued in-school mentor who can guide the next generation of teachers towards a long and fulfilling career in the classroom. With low early career teacher retention rates and the introduction of the Department for Education's new Early Career Framework, the role of mentor has never been so important. Early career teachers need the support and guidance of more experienced colleagues to help them develop and flourish in the sometimes challenging environment of a school. Haili Hughes, a former senior leader with years of school mentoring experience, was involved in the consultation phase of the framework policy - and in this book she skilfully imparts her wisdom on the subject in an accessible way. *Mentoring in Schools* draws upon the new mentor standards to enable mentors to

Downloaded from  
[www.sfeg.it](http://www.sfeg.it) on December  
8, 2022 by guest

develop their own practice, and equips them with practical skills and guidance to help them support new teachers. It also features insights and suggestions from recent trainee teachers, as well as more established voices in education, to provide tried-and-tested, practical tips that can be used straight away.

Training Mentors Is Not Enough

Hal Portner  
2001-04-24 This how-to guide and practical workbook will help planners and participants develop an exemplary mentoring program or upgrade an existing one.

Mentoring New Teachers

Hal Portner 2008-04-25 A comprehensive guide for developing successful mentors! In the latest edition of this bestseller, the author draws upon research, experience, and insights to provide an overview of essential mentoring behaviors. Packed with strategies, exercises, and resources, this book examines four critical

mentoring functions and gives school leaders, mentors, and staff developers the tools to create a dynamic mentoring program or revitalize an existing one. Features and topics new to this edition include: Classroom observation methods and instruments Teacher mentor standards based on the NBPTS Core Propositions Approaches to mentoring the nontraditional new teacher A guide for careerlong professional development

*A Practical Guide to Mentoring, Coaching and Peer-networking* Geoff Hampton 2004-07-15 This book will help you and your staff to develop a framework for continuing professional development within your school or college.

**Adviser, Teacher, Role Model, Friend** National Academy of Engineering 1997-08-30 This guide offers helpful advice on how teachers, administrators, and career advisers in science and engineering can become better

Downloaded from  
[www.sfgg.it](http://www.sfgg.it) on December  
8, 2022 by guest

mentors to their students. It starts with the premise that a successful mentor guides students in a variety of ways: by helping them get the most from their educational experience, by introducing them to and making them comfortable with a specific disciplinary culture, and by offering assistance with the search for suitable employment. Other topics covered in the guide include career planning, time management, writing development, and responsible scientific conduct. Also included is a valuable list of bibliographical and Internet resources on mentoring and related topics.

**Mentoring in Action: Guiding, Sharing, and Reflecting With Novice Teachers** Carol Pelletier Radford 2016-06-24 The support you need for mindful mentoring and sustainable teacher success! Learn effective mentoring principles you can use as you guide novice teachers through their first years. This

practical guide emphasizes a unique approach: mindful mentoring that aligns your mentoring conversations to teaching standards to more systematically prepare novice teachers for their teacher evaluation. You'll learn how to: Plan mentoring conversations and observations Prevent teacher burnout by sharing social and emotional learning skills Integrate the updated INTASC Standards into mentoring conversations This updated edition provides a robust companion website featuring videos, downloadable forms, and a digital Mentor Planning Guide and Journal for reflection. Use with The First Years Matter, the companion guide for novice teachers!

**Teach to Work** Patty Alper 2017-03-27 The United States is abundantly rich in adults with "know how." By connecting mentors -- educated adults with expertise and knowledge

Downloaded from  
[www.sfcg.it](http://www.sfcg.it) on December  
8, 2022 by guest

-- with mentees -- teens and young adults who lack motivation, experience, and role models in their lives -- we can begin to close this gap dramatically. We can prepare the next generation for the jobs of tomorrow by adding real-world, project based experience to their education. Teach to Work is a call to action for mentors currently sitting on the sidelines. Whether you are a banker, lawyer, architect, accountant, engineer, IT specialist, or artist, you have the experience and skillset to become an ambassador of talent, grit, and transferable skills. The book provides a step-by-step guide to help professionals share their knowledge with the next generation of workers through this intergenerational experience. Based on Alper's fifteen years of mentoring inner-city high-school students, Teach to Work proves how corporations, professionals, and boomers can have a

significant impact on the professional future of America's youth. Drawing from real-life stories and letters received from students, teachers, and fellow mentors describing pride of accomplishment, Alper helps professionals embark on this journey to transform lives, mentoring one student at a time.

### **Mentoring Teachers in the Primary School**

Kristy Howells

2020-12-28 Mentoring

Teachers in the Primary School helps mentors of trainee and newly qualified primary school teachers to both develop their own mentoring skills and provide the essential guidance their beginning teachers need as they navigate the roller-coaster of the first years in the classroom. Offering tried and tested strategies based on the best research, it covers the knowledge, skills and understanding every mentor needs. Together with tools for self-evaluation, this book is a vital source of

Downloaded from  
[www.sfeg.it](http://www.sfeg.it) on December  
8, 2022 by guest

support and inspiration for all those involved in developing the next generation of outstanding teachers. Key topics for primary mentors include: the role of the mentor, mentoring relationships, mentoring in specialist areas, mentoring development. Filled with guidance to support mentors' own development, as well as the development of beginning primary teachers, *Mentoring Teachers in the Primary School* is a vital guide for mentors of primary school teachers, both trainee and newly qualified, with ready-to-use strategies that support and inspire mentors.

**Coloring outside the Lines** Mary E. Gardiner 2000-06-01 Presents new practices and ideas for mentoring women for school leadership positions.

*Mentoring in Schools* Haili Hughes 2021-02-28 Forewords by Professor Rachel Lofthouse and Reuben Moore. With low early career teacher

retention rates and the introduction of the Department for Education's new Early Career Framework, the role of mentor has never been so important in helping to keep teachers secure and happy in the classroom. Haili Hughes, a former senior leader with years of school mentoring experience, was involved in the consultation phase of the framework's design - and in this book she imparts her wisdom on the subject in an accessible way. Haili offers busy teachers a practical interpretation of how to work with the Early Career Framework, sharing practical guidance to help them in the vital role of supporting new teachers. She also shares insights from recent trainee teachers, as well as more established voices in education, to provide tried-and-tested transferable tips that can be used straight away.

**Mentoring Physical Education Teachers in the Secondary School**

Downloaded from  
[www.sfeg.it](http://www.sfeg.it) on December  
8, 2022 by guest

Susan Capel 2018-10-03  
Mentoring Physical Education Teachers in the Secondary School helps trainee and newly qualified mentors of physical education teachers in both developing their own mentoring skills and providing the essential guidance their beginning teachers need as they navigate the roller-coaster of the first years of teaching. Offering tried and tested strategies based on the best research and evidence, it covers the knowledge, skills and understanding every mentor needs and offers practical tools such as lesson plans and feedback guides, observation sheets, and examples of dialogue with beginning physical education teachers. Together with analytical tools for self-evaluation, this book is a vital source of support and inspiration for all those involved in developing the next generation of outstanding physical education teachers. Key

topics explained include: Roles and responsibilities of mentors Developing a mentor-mentee relationship Guiding beginning physical education teachers through the lesson planning process Observations and pre- and post-lesson discussions Filled with the key tools needed for the mentor's individual development, Mentoring Physical Education Teachers in the Secondary School offers an accessible guide to mentoring physical education teachers with ready-to-use strategies that support, inspire and elevate both mentors and beginning teachers alike.

**A Better Beginning** Marge Scherer 1999 A guide to supporting new teachers discusses mentoring programs, strategies for improving new teachers' teaching skills, and case studies of successful programs.

**Mentoring in Physical Education** Mick Mawer 2002-11 This book examines factors

Downloaded from  
[www.sfeg.it](http://www.sfeg.it) on December  
8, 2022 by guest

surrounding the partnership between school-based training and mentoring in Physical Education. Contributors look at all angles of the collaboration between schools and higher education institutions, including: How mentor training programs are planned and the issues involved \*Trainees' experiences of school-based training and mentoring \*The needs of PE mentors in schools \*A full explanation of mentoring Drawing on recent findings and the views of physical education teachers in the UK, Australia and the USA, the editor combines a wealth of information on factors which influence mentorship and the effectiveness of school-based partnership schemes.

New Directions in Mentoring Carol A. Mullen 2002-11 Creates a new model of mentoring where guided, flexible structures unleash the creative capacity of the group. Approaches

include the use of lifelong mentoring, professional peer networking and the creative use of collaborative teams. **Handbook of Youth Mentoring** David L. DuBois 2013-04-30 This thoroughly updated Second Edition of the Handbook of Youth Mentoring presents the only comprehensive synthesis of current theory, research, and practice in the field of youth mentoring. Editors David L. DuBois and Michael J. Karcher gather leading experts in the field to offer critical and informative analyses of the full spectrum of topics that are essential to advancing our understanding of the principles for effective mentoring of young people. This volume includes twenty new chapter topics and eighteen completely revised chapters based on the latest research on these topics. Each chapter has been reviewed by leading practitioners making

Downloaded from  
[www.sfeg.it](http://www.sfeg.it) on December  
8, 2022 by guest

this handbook the strongest bridge between research and practice available in the field of youth mentoring.

*Success and hindering factors in mentoring*

*novice teachers at grammar schools* Bruno Rihs 2009-03-20 Doctoral Thesis / Dissertation from the year 2008 in the subject Pedagogy - The Teacher, Educational Leadership, grade: "very good to excellent", University of Sheffield, 60 entries in the bibliography, language: English, abstract: This study presents perceived "success and hindering factors" related to mentoring novice teachers at grammar schools. On the basis of a grounded theory approach, there have been twelve interviews with mentors and corresponding mentees. The interviewed mentors have all been graduates of a mentoring training, supported by the University of Teacher Education in Central Switzerland. The novice teachers (mentees) have been engaged on an

ordinary yearly contract and came from different faculties. The author identified three main variables on which findings have been categorized: Individual issues, relationship issues and style and approach issues. Hereby, the criteria trust and trust-building emerged as the vital aspects in the relationship. Generally it includes a certain openness and self disclosure from both parts. Openness allows the exchange of wishes and expectations which is essential to prevent unwanted surprises. Relationships were reported to be successful when Mentees were open for critique and when they were willing to learn. While assessing and advising at the same time is usually seen as a hindering factor, the study gives evidence, that it needn't be deteriorating a relationship. Having a common subject of specialisation might be a success factor in the beginning of the

relationship but as the relationship proceeds, general or personal aspects are more important. Age difference seems to be a helpful to function within the given role. Concerning different approaches to mentoring, the "king's road to success" could not be found. Depending on the definition of the relationship (symmetric or complementary) different approaches contribute differently to a successful relationship.

**Teacher Induction and Mentoring** Gary P. DeBolt 1992-11-03 Introduces the equipment and skills needed for painting in oils

**Mentoring English Teachers in the Secondary School** Deborah Hickman 2019-11 This practical guide will help school-based mentors of trainee or newly qualified English teachers in developing their own mentoring skills, whilst providing the essential guidance their trainees need as they navigate their new

role in the secondary classroom. With analytical tools for self-evaluation, this is a key resource that will support and inspire mentors and help them identify both strengths and skill gaps to develop confidence and knowledge in their mentoring position. By providing practical tools such as tasks, feedback guides, further readings and examples of dialogue with trainees, this volume covers the knowledge, skills and understanding every mentor needs. Key topics explored include: Roles and responsibilities of mentors; How to develop a mentor-mentee relationship; Developing beginning English teachers' subject knowledge and expertise, including planning for pupils' learning; Managing workload and student teacher well-being; Developing collaborative practice; Developing the wider, professional role of the teacher. Filled with tried-and-tested strategies based on the

Downloaded from  
[www.sfeg.it](http://www.sfeg.it) on December  
8, 2022 by guest

latest research, *Mentoring English Teachers in the Secondary School* is a vital guide for mentors of English teachers, both trainee and newly qualified, with ready-to-use strategies that support and inspire both mentors and beginning teachers alike.

Being Mentored Hal Portner 2002-05-22 "This is the best book on how to ask for help and search out opportunities if you want to be an effective teacher."

Harry K. Wong, Author *The First Days of School: How to Be An Effective Teacher* Take *Mentoring Programs for New Teachers* Susan Villani 2002 'Mentoring Programs for New Teachers' describes different models of mentoring, and gets the reader thinking about professional support and development that will affect hiring, orientation, and teacher effectiveness, as well as staff morale.

### **Mentoring and Coaching**

Denise M. Gudwin 2009-12-07 Help new

teachers thrive in culturally and linguistically diverse school settings! Drawing from their own personal and professional experience, the authors offer practical examples of how mentors can help novice teachers navigate the challenges of teaching in a culturally and linguistically diverse (CLD) school. Filled with vignettes that capture the real-life experiences of new teachers and their mentors, this book: Illustrates how to develop effective teacher-to-teacher mentoring relationships Raises readers' awareness of issues that might arise from CLD differences and facilitates more effective communication Offers reproducible resources, agendas, and other sample materials for a variety of contexts

Mentoring: Perspectives on School-based Teacher Education Hagger, H.

2013-07-04 A series of essays on mentoring issues in education

Downloaded from [www.sfeg.it](http://www.sfeg.it) on December 8, 2022 by guest

which includes discussion of the political and historical aspects of mentoring, the mentor-student relationship and the generic skills approach to mentoring.

### **Mentoring Student**

**Teachers** John Furlong 2012-11-12 In the UK and elsewhere, the training of teachers is increasingly seen as a matter of partnership between schools and institutions of higher education. There is thus an urgent need within the profession to define more carefully what the role of teachers acting as mentors should be. Clearly some aspects of professional knowledge can only be acquired from practical experience in school, and this book draws on extensive research on students' school-based learning to isolate and analyse those aspects. Like any form of teaching, mentoring, the authors suggest, must be built on a clear understanding of the learning processes it is intended to support. In

this book, they report on their research into the nature of students' school-based learning and what this means for the role of the mentoring.

### **Mentoring and Coaching in Schools**

Suzanne Burley 2011-03-25 Can mentoring and coaching really improve professional practice? How can research and inquiry improve mentoring and coaching practice? *Mentoring and Coaching in Schools* explores the ways in which mentoring and coaching can be used as a dynamic collaborative process for effective professional learning. It demonstrates how the use of practitioner inquiry within mentoring and coaching relationships in schools results in professional learning which is both transformative and empowering for teachers. The book sets out a new model for mentoring and coaching which is centred on a process of critical inquiry and shows teachers how they can use this model to

carry out their own collaborative inquiries. Features include: reflective questions, guidelines, task and templates to help collect evidence and evaluate inquiries detailed case studies focusing on teachers at different stages in their career practical guidance on carrying out practitioner inquiry and research an analysis of learning outcomes resulting from different coaching and mentoring relationships. This timely text will be valuable reading for coaches and mentors in secondary schools, teachers undertaking continuing professional development and students on coaching and mentoring courses.

Subject Mentoring in the Secondary School James Arthur 2002-11-01

Student teachers have always worked with professionals during their teaching practice, but as teacher training becomes more school based, the role of the mentor has become much more important. Even

newer is the emergence of the subject mentor. This book is an examination of the nature of effective mentoring and its contribution to student teacher development. Part One of the book has a broad perspective and looks at policy developments and the differing approaches to teacher education. Part Two explores central issues which have emerged in the author's research with mentors. It identifies tendencies in subject mentoring which characterise the work of subject mentors in schools, and key aspects of mentoring are examined, such as collaborative teaching, observation and the practice of discursive mentoring.

**Mentoring in Schools**

Sarah Fletcher

2012-08-21 Mentoring is a compulsory teaching requirement. This volume provides a practical and up-to-date mentoring guide for all practising mentors working in schools at primary and secondary levels.

Downloaded from  
[www.sfeg.it](http://www.sfeg.it) on December  
8, 2022 by guest

well as those

responsible for initial  
teacher training.