

Foreword

Learning to teach in a classroom remains one of the most complex of human achievements, and learning to help someone in that process comes a close second. So anything which supports a reflective and developmental approach to being a mentor is to be welcomed.

Mentors can play a significant and creative role in the learning landscape of a beginner teacher, especially when they are co-learners. So a framework which helps us honour the milestones on mentors' learning journeys is much preferable to yet more specification.

It is particularly pleasing to see this framework resulting from long-term collaboration between those involved in initial teacher education in London. In a similar vein, a cumulative and developmental use of the framework across London could bring much-needed support to that key sense of ourselves as teacher learners.

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