



Curriculum vitae

**Фамилия, имя, отчество:**

Иен Джеймс Ментер

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**Семейное положение:** женат.

**Гражданство:** Великобритания

**Владение иностранными языками:** английский

**Место работы:** Келлогг Колледж, Университет Оксфорда, 15 Norham Gardens  
Oxford OX2 6PY, UK

### **Образование**

Сертификат об окончании, Колледж Сант – Матиаса, Бристоль, 1974 г.

Бакалавриат, Диплом с отличием первой степени, Университет Бристоля, 1975 г.

Магистратура (направление «Современное образование»), Университет Западной Англии, 1988 г.

#### **Ученая степень**

Магистр (выдано Советом по присуждению национальных академических степеней, 1988 г.)

**Индекс Хирша:** H-index= 11 (Scopus), 57 публикаций

Author ID: 12646085400 (Scopus),

### **Занимаемые должности**

- Почетный профессор Оксфордского университета, Келлог Колледж, Университет Оксфорда, Великобритания
- Научный Руководитель САЕ «Квадратура трансформации педагогического образования – 4-Т»

### **Область научных интересов**

Образование

Подготовка Учителя

## Гранты и стипендии

- 'Markets, development and quality: The impact of market ideology on contemporary management systems and the achievement of quality in small service providers' (with Profs. Ozga and Pollard, Peter Nicholls (Bristol Business School) and Yolande Muschamp), funded by PCFC/UWE, 1992-1995 (£60k).
- 'Teacher education in the new Europe': Work with Nick Clough and Roger White (and others) on education, citizenship and the environment. TEMPUS projects in Hungary, Latvia and Albania, 1992-1996.
- 'Reform' in initial teacher training: the views of teachers and the implementation of training partnerships', with Joan Whitehead (UWE), John Bangs, Kate Ring and Richard Stainton (NUT), jointly funded by the National Union of Teachers and UWE Faculty of Education, 1994-5 (£12.5k).
- Updating of teacher training in Albania; co-ordinator of a feasibility study funded by TEMPUS. 1994 (£50k)
- 'ARK-ive' - co-ordination of a research project to evaluate the educational use of a multi-media data base on endangered species (funded through Bristol Single Regeneration Budget), 1995-97.
- A comparison of mature students on secondary PGCE awards at the Open University and UWE (with Alma Harris, Sylvia Maughan and Joan Whitehead) 1995-6
- Supply and Retention of Teachers in London, funded by the Teacher Training Agency (£185k) in association with six London boroughs (with Merryn Hutchings and Alistair Ross) 1998-2000
- Recruitment of ethnic minorities and men into teaching, project funded by Teacher Training Agency, consortium of Universities of East London, North London and Middlesex (1999-2001).
- The impact of performance threshold assessment on teachers' work, with Pat Mahony and Ian Hextall (University of Surrey Roehampton), funded by the Economic and Social Research Council (ESRC R000239286), May 2001-May 2003 (c.£80k)
- Effective Leadership in Scottish Primary Schools, (Research Studentship for Vivian Mthenjwa) funded by the University of Paisley, August 2002-July 2004 (c£25k)
- Evaluation of the Scottish Qualification for Headship, Project Director, with Dr Chris Holligan and Ms Vivian Mthenjwa, Scottish Executive Education Department, September 2002-March 2003 (£30k)
- The Management of Supply Cover in the Teaching Profession, Project Director, with Dr Chris Holligan, Ms Liz Seagraves and Dr Merryn Hutchings (London Metropolitan University), Scottish Executive Education Department, October 2002- August 2003 (£86k)
- Convergence or divergence? History, policy and practice in initial teacher education in Scotland and England, Co-director with Ian Smith, and Estelle

- Brisard, funded by the University of Paisley, August 2002-May 2004 (c£45k)
- Widening access into teaching – systematic literature review for the General Teaching Council Scotland, Director with Geri Smyth (Strathclyde), Ian Hextall (Roehampton), Bryce Hartshorn and Irene Howell (Paisley), November 2003-May 2004 (c£11k)
  - Partnership in Initial Teacher Education - systematic literature review for the General Teaching Council Scotland, Director, with Ian Smith and Estelle Brisard, November 2003-May 2004 (c£11k)
  - Researching education equality initiatives in Scotland, commissioned by the Scottish Executive Education Department, Principal Investigator, with Moira Boland and Jan MacDonald (University of Glasgow) and Geri Smyth (University of Strathclyde), January – October 2005 (£38k).
  - Teacher Working Time Research for the Scottish Negotiating Committee for Teachers, commissioned by the Scottish Executive Education Department, August 2005-April 2006 (£99.9k)
  - Evaluation of ASDAN/SQA Pilot Project, with Dr Alison Devlin, May-August 2006, (£1500)
  - Evaluation and Impact Study of the Headteacher Induction Programme, commissioned by the National College for School Leadership, with Merryn Hutchings, Chris Holligan and Maggie Walker, October 2003-December 2005 (c£75k) plus extension from Jan 2006-March 2007 (£42.5k)
  - Learning to Teach in post-devolution UK, an ESRC TLRP thematic initiative, with Moira Hulme, Prof Pat Mahony (Roehampton University), Prof Anne Moran (University of Ulster) and Dr Martin Jephcote (University of Cardiff), August 2006-July 2007 (£15k).
  - Early Headship Provision, commissioned by the National College for School Leadership, with Prof Merryn Hutchings and Margaret Walker, September 2006- March 2008 (£53k)
  - Primary Education Review (Prof R Alexander, University of Cambridge) - paper on curriculum alternatives with J Conroy and M Hulme (£1k)
  - Research to support Schools of Ambition, commissioned by the Scottish Executive Education Department, leading a collaborative team with Universities of Aberdeen and Strathclyde (Profs Livingston and Christie respectively), August 2006-August 2009, (£330k).
  - Glasgow secondary schools project, funded by The Scottish Government, £30k, 2009-10 (with M. Hulme, K. Lowden and S. Hall)
  - Teacher Education for the 21st Century - A Literature Review for the Review of Teacher Education in Scotland, The Scottish Government, £25k, 2010 (with D. Elliot, M. Hulme and J. Lewin and a team of eight reviewers).
  - Teacher Education Group - mapping of UK research literature on teacher education (co-convenor with Pat Mahony), £15k from TLRP, UCET, BERA and ESCalate, 2006-08
  - Further £5k from ESCalate, 2009-10.

- CAPeR UK – Curriculum, Assessment and Pedagogy Reform in the UK – four nations research group with Profs Baumfield, Hayward, Livingston, Dr Moira Hulme (all Glasgow); Prof Dominic Wyse (IoE, London); Carmel Gallagher and Prof Ruth Leitch (Queen’s University, Belfast); Prof David Egan (UWIC)
- Evaluation of the Glasgow West Teacher Education Initiative – Research Team Leader, 2011 (Menter, Baumfield, Carroll, Dickson, Hulme and Lowden)
- Post Induction Teacher Employment in Scotland, with the General Teaching Council for Scotland (Menter, Gayle, Houston, Hulme and Matheson) supported by pump priming grant from the Adam Smith Research Foundation. (£1400)
- Raising and Sustaining Aspiration in City Schools (funded by CitiGroup Foundation, 2012-13, Menter, Edwards, Fancourt, Alexander (£50k)
- Poverty and Teacher Education funded by OUDE Research Committee small grants, 2012-13, £2k.
- HEIF funded grant at OUDE – two seminars on teacher education 2013 £4k.
- Closing the Gap - test and learn 2013-15 Project led by CfBT with CUREE and University of Durham £100k for OUDE involvement
- Leadership for Learning - Oxford City Council (2012-14), with Oxford Brookes, £300k

### **Награды и премии**

- Приглашенный профессор, Университет Ноттингема
- Почетный профессор, Университет Ноттингема
- Приглашенный профессор, Университет Ньюмана, Бирмингем
- Член Академии социальных наук
- Член Королевского общества искусств
- Почетный Член Научно-Педагогической Ассоциации Шотландии
- Приглашенный профессор, Университет Вены
- Приглашенный профессор, Университет Бат Spa
- Приглашенный профессор, Университет Ольстера
- Адъюнкт-профессор, Университет Южного Креста, Австралия

### **Профессиональный опыт:**

- С 1975 - 1981 гг. – учитель, школа «Баптист Миллс» (теперь начальная школа Миллпонда), Бристоль
- С 1981 - 1984 гг. – учитель, начальная школа Сент Барнабаса, Монпелье, Бристоль
- С 1984 - 1987 гг. – лектор, Колледж Сент Пол и Сент Мари, Челтенхем (теперь Университет Глостершира)
- С 1987 - 1988 гг. – преподаватель/старший преподаватель, Университет Западной Англии, Бристоль

- С 1988 - 1989 гг. – помощник куратора программы начального образования, Университет Западной Англии, Бристоль
- С 1989 - 1991 гг. - куратор программы начального образования, Университет Западной Англии, Бристоль
- С 1991 - 1993 гг. – директор (Основное педагогическое образование), Университет Западной Англии, Бристоль
- С 1993 - 1995 гг. – директор (Исследовательская деятельность и повышение квалификации), Университет Западной Англии, Бристоль
- С 1995 - 1996 гг. – руководитель (Исследовательская деятельность и повышение квалификации), Университет Западной Англии, Бристоль
- С 1996 - 2001 гг. – руководитель Высшей школы образования, Метрополитен Университет Лондона, Лондон
- С 2001 - 2003 гг. – декан педагогического факультета, профессор, Университет Пейсли, Шотландия
- С 2003 - 2004 гг. – профессор, Университет Западной Шотландии
- С 2005 - 2009 гг. – заместитель декана, Университет Глазго, Шотландия
- С 2004 - 2012 гг. – профессор, Университет Глазго, Шотландия
- С 2012 - 2015 гг. – начальник управления разработки программ, профессор, Университет Оксфорда
- С 2012 – настоящее время – почетный профессор Оксфордского Университета и почетный член Келлог Колледжа, Университет Оксфорда

## Стажировки

## Публикации

- MENTER I, MUSCHAMP Y, NICHOLS P, OZGA J, POLLARD A. (1997) Work and Identity in the Primary School: A Post-Fordist Analysis Buckingham: Open University Press.
- MENTER I, BRISARD E, SIMTH I. (2006) Convergence or Divergence?: Initial teacher education in Scotland and England Edinburgh: Dunedin Academic Press.
- MENTER I, MURRAY J. (eds.) (2011) Developing Research in Teacher Education, London: Routledge.
- MENTER I, ELLIOT D, HULME M, LEWIN J, LOWDEN K. (2011) A Guide to Practitioner Research in Education, London: Sage.
- MENTER I. The Teacher Education Group (2015) Teacher Education in Times of Change. Bristol: Policy Press.
- HULME M, MENTER I. (2015) 'Performance measurement and accountability: some reflections on the developments in teacher education in England' in Kuhlee, D., van Buer, J. and Winch, C. (eds.) Governance in Initial Teacher Education (ITE): a comparison of England and Germany, Springer/Verlag fur Sozialwissenschaften.
- MENTER I. (2015). Teacher Education. In: James D. Wright (editor-in-chief), International Encyclopedia of the Social & Behavioral Sciences, 2nd edition, Vol 24. Oxford: Elsevier. pp. 51–55.
- MENTER I, MCLAUGHLIN C. (2015) 'What do we know about teachers' professional learning?' in McLaughlin, C., Cordingley, P., McLellan, R. and Baumfield, V. (eds.) Making a Difference – turning teacher learning inside out. Cambridge: University Press. 31-52.
- ARMOTT M, MENTER I. (2007) 'The same but different? Post-devolution regulation and control in education in Scotland and England', European Educational Research Journal, 6, 3, 250-265.
- MENTER I. (2008) Tradition, culture and identity in the reform of teachers' work in Scotland and England: some methodological considerations', Pedagogy, Culture and Society, 16, 1, 57-69.

- MENTER I, HULME M. (2008) 'Is small beautiful?: policy making in teacher education in Scotland', *Teachers and Teaching*, 14, 4, 319 – 330.
- HULME M, MENTER I. (2008) 'Learning to teach in post-devolution UK: a technical or an ethical process?', *Southern Africa Review of Education*, 14, 1-2, 43-64 .
- MENTER I, HULME M, MURRAY J. et al (2008) 'Mapping the field in teacher education research: methodology and issues in a research capacity-building initiative in teacher education in the United Kingdom', *European Educational Research Journal*, 7, 4.
- CHRISTIE D, MENTER I. (2009) 'Research capacity building in teacher education: Scottish collaborative approaches', *Journal of Education for Teaching*, 35, 4, 337-354.
- MENTER I, HULME M. et al (2010) 'Teacher education research in the UK: the state of the art', *Revue Suisse des sciences de l'éducation*, 32, 1, 121-142.
- KUM H, MENTER I, SMYTH G. (2010) 'Changing the face of the Scottish teaching profession – the experiences of refugee teachers', *Irish Educational Studies*, 29, 3, 321-338.
- BAUMFIELD V, HULME M, LIVINSTON K, MENTER I. (2010) 'Consultation and engagement? The reshaping of teacher professionalism through curriculum reform in 21st Century Scotland', *Scottish Educational Review*, 42, 2, 57-73.
- MENTER I. (2011) 'Four 'academic sub-tribes' but one territory? Teacher educators and teacher education in Scotland', *Journal of Education for Teaching*, 37, 3, 293-308.
- MENTER I, HULME M. (2011) 'Teacher education reform in Scotland: National and global influences' *Journal of Education for Teaching*, 37,4, 387-397.
- HULME M, MENTER I. (2011) 'South and North – Teacher education policy in England and Scotland: a comparative textual analysis'. *Scottish Educational Review*, 43, 2, 70-90.
- MENTER I, HULME M. (2012) 'Teacher education in Scotland – riding out the recession?' *Educational Research (Special Issue: Teacher education: the impact of the global recession)*, 54, 2, 149-60.
- MENTER I, HULME M. (i-First, May 2012) 'Reviewing literature to inform policy: some complexities and tensions' *International Journal on Research Methods in Education* DOI: 10.1080/1743727X.2012.683572
- HULME M, MENTER I, MCMAHON M. (i-First, July 2013) Accountability and accomplished teaching: Researching the chartered teacher programme in Scotland *Irish Educational Studies* DOI:10.1080/03323315.2013.814748
- CONROY J, HULME M, MENTER I. (2013) Developing a 'Clinical' Model for Teacher Education, *Journal of Education for Teaching*, 39, 5.
- CHILDS A, MENTER I. (2013) Teacher education in the 21st Century in England: a case study in neo-liberal policy *Revista Espanola de Educacion Comparada (Spanish Journal of Comparative Education)* 22, 93-116. ISSN 1137-8654
- ALMAAMARI S, MENTER I. (2013) Citizenship education: the perceptions of social studies Omani student teachers. *Journal of Educational and Psychological Studies – Sultan Qaboos University.* 7, 4, 446-461.
- MENTER I. (2014) Educational research – What is to be done? *British Educational Research Journal*, 40, 2.
- MENTER I. (2014) Scottish research in a global context – dependence, independence or interdependence? *Scottish Educational Review.* 46, 1, 19-31
- FANCOURT N, EDWARDS A, MENTER I. (2015) Reimagining a School – University Partnership: The Development of the Oxford Education Deanery Narrative . *Education Inquiry*, 6, 3, 353-373.
- BRISARD E, MENTER I. (2008) 'Compulsory Education' in Matheson, D. (Ed.) *An Introduction to the Study of Education (Third edition)*, London: Fulton, 240-265.
- MENTER I. (2008) 'Teacher Education Institutions' in Bryce, T. and Humes, W. (eds.) *Scottish Education (third edition) Beyond Devolution*, Edinburgh: University Press, 817-825.
- CARRINGTON B, MENTER I. (2008) 'A 'Community of Communities'? Racism, ethnicity and education in post-devolution Scotland' in Peters, M., Britton, A. and Blee, H. (eds) *Global Citizenship Education: Philosophy, Theory and Pedagogy*, Rotterdam: Sense, 231-244.
- MENTER I. (2008) 'Service integration in schools: the Scottish scene and the implications for teachers' in Forbes, J. and Watson, C. (eds.) *Service Integration in Schools*, Rotterdam: Sense, 55-64.
- MENTER I. (2009) 'Teachers for the future: what have we got and what do we need?' in Gewirtz, S., Mahony, P., Hextall, I. and Cribb, A. (eds.) *Changing Teacher Professionalism: International trends, challenges and ways forward*, London: Routledge, 217-228.
- MENTER I. (2009) 'An uneasy relationship? Teacher education research and education science' in St. Clair, R. (ed.) *Education Science: Critical perspectives*, Rotterdam: Sense, 41-52.

- MENTER I, HULME M. (2009) 'Teacher researchers in the UK: what are their needs? Some lessons from Scotland' in Campbell, A. and Groundwater-Smith, S. (eds.), *Connecting Inquiry and Professional Learning in Education*, London: Routledge, 109-121.
- MENTER I, DUARTE J, GORUR R. (2010) 'Global students for global education research?' in Thomson, P. and Walker, M. (eds.) *The Routledge Doctoral Student's Handbook*, London: Routledge. pp368-376.
- HULME M, MENTER I, KELLY D, RUSHBY S. (2010) Schools of Ambition: bridging professional and institutional boundaries, in Slater, J. and Ravid, R. (Eds.), *Collaboration in Education*, London: Routledge. ISBN 0-415-80621-6 pp39-46
- BAUMFIELD V, HULME M, MENTER I. (2010) 'Negotiating research relations in the Scottish Schools of Ambition: supporting school self-evaluation through practitioner enquiry' in Masson, P and Pilo, M. (eds.) *Partnership in Education – theoretical approach and case studies*, Lille: Book Edition, Collection Savoir Faire, 106-114 (in French 115-126) 978-2-9533881-0-7
- HULME M, MENTER I, CONROY J. (2011) Creativity in Scottish school curriculum and pedagogy in Sefton-Green, J., Jones, K., Thomson, P. and Bresley, L. (eds.) *The Routledge International Handbook of Creative Learning*. London: Routledge.
- HULME M, MENTER I. (2011) 'Teacher Induction across the United Kingdom' in Picard, P. and Ria, L. (eds.) *Beginning teachers: challenge for educational systems*. (CIDREE Yearbook 2011) Lyon, France: ENS de Lyon, Institut Francais de l'Education. ISBN 978-2-84788-322-0 pp83-104
- HULME M, JEPHCOTE M, MENTER I. (2012) 'Teacher education for the 21<sup>st</sup> century: Evidence-informed policy?' in Tan, O.S.(Ed.) *Teacher Education Frontiers: International Perspectives on Policy and Practice for Building New Teacher Competencies*, Singapore: Cengage Learning Asia Pte. ISBN 978-981-4384-56-8, pp 307-327.
- MENTER I, HULME M, SANGSTER P. (2012) 'Performance in teacher education and research – a double whammy for teacher educators?' in Jeffrey, B. and Troman, G. (eds.) *Performativity in Education in the UK: Effects, consequences and agency*. Stroud, Gloucestershire: E&E Publishing. ISBN 978-0-9569007-1-5 pp23-40.
- MENTER I. (2012) 'Foreword' in Arshad R., Wrigley, T. and Pratt, L. (eds.) *Social Justice Re-examined: dilemmas and solutions for the classroom teacher*. Stoke-on-Trent: Trentham. ISBN 978-1-85856-507-1 ppvi-xi.
- MENTER I. (2013) 'Teachers and 'structures of feeling': a sociocultural approach to identity and representation' in McCluskey, R. and McKinney, S. (eds.) *The Teacher: Image, Icon, Identity. Representations of the teacher in the arts and humanities*, Edwin Mellen Press.
- MENTER I, GALLAGHER C, HAYWARD L, WYSE D. (2014) 'Compulsory Education in the United Kingdom' in Matheson, D. (ed.) *An Introduction to the Study of Education* (4<sup>th</sup> edn.) London: Routledge. 216-243.
- MENTER I, HULME M. (2013) 'Developing Teachers – or Not? In Priestley, M. and Biesta, G. (eds.) *Reinventing the Curriculum? New Trends in policy and practice*. London: Bloomsbury.
- CONROY J, DONALDSON G, MENTER I. (2014) Work-based learning in teacher education: a Scottish perspective, in McNamara, O., Murray, J., Jones, M. (Eds.) *Workplace Learning in Teacher Education: international policy and practice*. Professional Learning and Development in Schools and Higher Education. New York: Springer.
- MENTER I. (2014) 'Unity or disunity in the United Kingdom? – Policy and practice in teacher education, in Schrittscher, I., Malmberg, I., Mateus-Berr, R. and Steger, M. (eds.) *Zauberformel Praxis*, Vienna: New Academic Press.
- MENTER I. (2014) 'Foreword' in Kington, A., Sammons, P., Regan, E., Brown, E. and Ko, J. with Buckler, S. *Effective Classroom Practice*. Maidenhead: McGraw-Hill. Pp xv-xviii.
- HULME M, MENTER I. (2015) 'Performance measurement and accountability: some reflections on the developments in teacher education in England' in Kuhlee, D., van Buer, J. and Winch, C. (eds.) *Governance in Initial Teacher Education (ITE): a comparison of England and Germany*, Springer/Verlag fur Sozialwissenschaften.
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- MENTER I, MCLAUGHLIN C. (2015) 'What do we know about teachers' professional learning?' in McLaughlin, C., Cordingley, P., McLellan, R. and Baumfield, V. (eds.) *Making a Difference - turning teacher learning inside out*. Cambridge: University Press. 31-52.

- MENTER I. (2016) Teacher education - making connections with curriculum, pedagogy and assessment. In: Wyse, D., Hayward, L. and Pandya, J. (Eds.) *The Sage Handbook of Curriculum, Pedagogy and Assessment*. London: SAGE. pp 1015-1028.
- MENTER I. (2016) 'Foreword' to Beckett, L. *Teachers and Academic Partners in Urban Schools*. London: Routledge.
- MENTER I., WALKER M. (2016) 'School and society' in Wyse, D. and Rogers, S. (Eds.) *A Guide to Early Years and Primary Teaching*. London: Sage.
- MENTER I. (2016). Teacher education: generator of change or a mechanism for conformity? in Lees, H. and Noddings, N. (eds.) *The Palgrave International Handbook of Alternative Education*. London: Palgrave. 257-272.
- MENTER I. (2017) Reasons for education research'. In Wyse, D., Selwyn, N., Smith, E. and Suter, L. (Eds.) *The BERA/SAGE Handbook of Educational Research*. London: Sage. pp. 37-52.
- MENTER I., HEXTALL I, MAHONY P. (2003) 'Rhetoric or reality?: Ethnic monitoring in the *Threshold Assessment* of teachers in England and Wales'. *Race, Ethnicity and Education* 6 (4), 308-330.
- MENTER I., MAHONY P, HEXTALL I. (2004) 'Ne'er the twain shall meet? The modernisation of the teaching workforce in Scotland and England'. *Journal of Education Policy* , 19 (2), 195-214.
- MAHONY P, HEXTALL I, MENTER I. (2004) 'Threshold Assessment and Performance Management: modernising or masculinising teaching?' *Gender and Education* 16 (2) pp 131-149.
- MAHONY P, MENTER I., HEXTALL I. (2004) 'The emotional impact of Threshold Assessment on teachers in England'. *British Education Research Journal* 30 (3) pp 435-456.
- MAHONY P, MENTER I., HEXTALL I. (2004) 'Building dams in Jordan, assessing teachers in England: a case-study in edu-business'. *Globalisation, Societies and Education* 2 (2) pp277-296.
- MENTER I., HOLLIGAN C, HUTCHINGS M, SEAGRAVES L. (2004) Balancing act: the dynamics of the supply teacher market in Scotland, *Education in the North*, 12, 30-39.
- MENTER I., HOLLIGAN C, MTHENJWA V. (2005) Reaching parts that need to be reached? The impact of the Scottish Qualification for Headship, *School Leadership and Management*, 25, 1, 7-23.
- DEAKINS D, GLANCEY K, MENTER I., WYPER J. (2005) Enterprise education: the role of headteachers, *International Entrepreneurship and Management Journal*, 1, 241-263.
- BRISARD E, MENTER I., SMITH I. (2006) Discourses of partnership in initial teacher education in Scotland: current configurations and tensions, *European Journal of Teacher Education*, 29, 1, 49-66.
- MENTER I., BRISARD E, SMITH I. (2006) Making Teachers in Britain: professional knowledge for initial teacher education in England and Scotland, *Educational Philosophy and Theory*, 38, 3, 269-286.
- HOLLIGAN MENTER I., HUTCHINGS M, WALKER M. (2006) Becoming a headteacher: the perspectives of new headteachers in 21<sup>st</sup> century England, *Journal of In-Service Education*, 32, 1, 103-122.
- SMITH I, BRISARD E, MENTER I. (2006) 'Models of partnership developments in initial teacher education in the four components of the United Kingdom: recent trends and current challenges', *Journal of Education for Teaching*, 32, 2, 147-164.
- SMITH I, BRISARD E, MENTER I. (2006) Partnership in initial teacher education in Scotland 1990-2005: unresolved tensions, *Scottish Educational Review*, Vol 37, Special Edition, 20-31.
- MENTER I., HARTSHORN B, HEXTALL I, SMYTH G. (2006), Widening access to the teaching profession: perspectives from Scotland, *European Journal of Teacher Education*, 29, 3, 271-285.
- BRISARD E, MENTER I., SMITH I. (2007) 'Researching trends in initial teacher education policy and practice in an era of globalization and evolution: a rationale and a methodology for an Anglo-Scottish 'home international' study', *Comparative Education*, 43, 2, 207-229.
- KENNEDY A, CHRISTIE D, FORBES J, FRASER C, MACDONALD A, MENTER I., PATON G, REID L. (2007) 'Changing teachers, changing Scotland?', *Scottish Educational Review*, 39, 1, 60-71.
- MURRAY J, CAMPBELL A, HEXTALL I, HULME M, JONES M, MAHONY P, MENTER I., PROCTER R, WALL K. (2008) 'Mapping the field in teacher education research: methodology and issues in a research capacity-building initiative in teacher education in the United Kingdom', *European Educational Research Journal*, 7, 4.
- HULME M, MENTER I. (2008) 'To teach or to research - is that the question?, a case study from the Schools of Ambition', *Education in the North*, 16, 61-68.
- MURRAY J, CAMPBELL A, HEXTALL I, HULME M, JONES M, MAHONY P, MENTER I., PROCTER R, WALL K. (2009) 'Research and teacher education in the UK: building capacity', *Teaching and Teacher Education*, 25, 7, 944-950.



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