Editorial

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Mentorship in Graduate Student Writing for Publication

Publishing is no longer optional during graduate studies. Like the development of teaching and service, publishing in an academic journal is essential to acquiring a coveted academic position (Schlein & Wagner, 2012; Neave, 2007). As such, the CJNSE endeavours to support mentorship in unique ways outlined in this editorial. By organizing a multifaceted approach to collaborative mentorship in academic writing for publication, the CJNSE aims to expose all its participants to the advancement of scholarship in Education.

Mentorship is central to the operations and ethos of the CJNSE. Since its inception, the CJNSE has crafted a novel approach to scholarship through the involvement of mentors during the stages of manuscript submission, revision and copyediting. A typical submission that makes it from submission to publication is reviewed and edited by up to seven or eight individuals. This revision and copyediting process begins with two blind reviewers and ends with the final approval of the editor. Figure 1 below outlines the mentorship stages during the manuscript journey from submission to publication at the CJNSE.
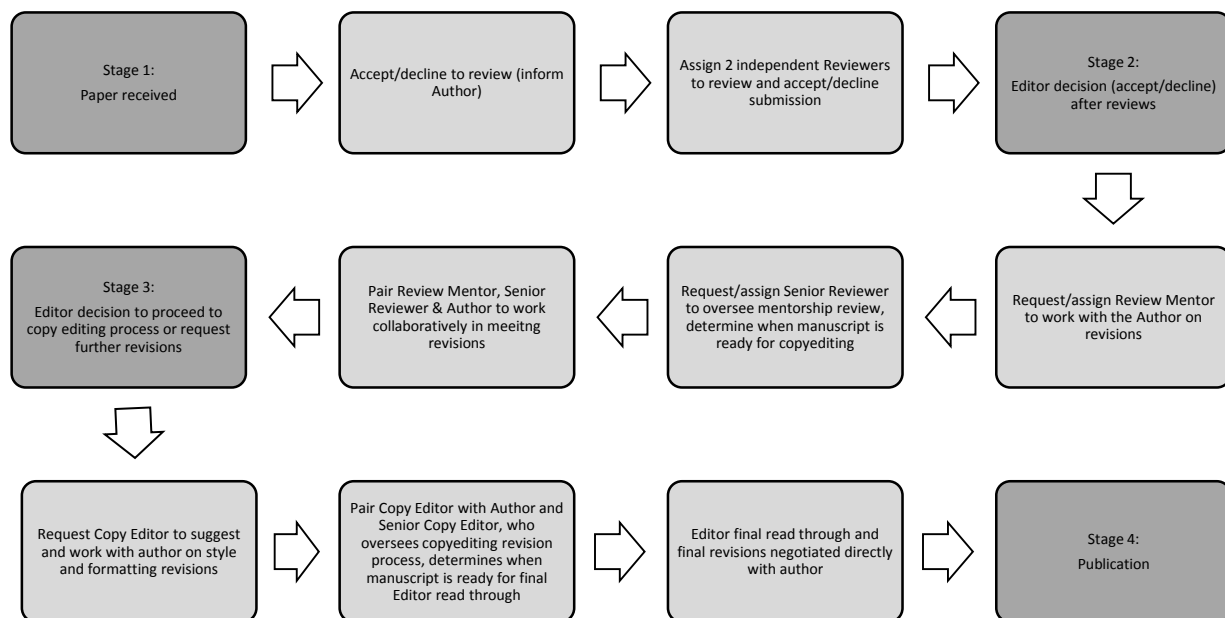

Figure 1 Stages of Mentorship at the CJNSE: Review, Copyedit and Publication.

The primary purpose of the collaborative manuscript revision process is for writers to become better reviewers of their own work in terms of strength of argument, structure, style, grammar, and so on. The involvement of other often more experienced graduate students or new faculty serves to strengthen both the authors' and mentors' skills in academic writing and editing. At the CJNSE we believe that the investment in mentorship benefits the entire collection of new and emerging scholars who contribute to and enhance scholarship at the journal.

Among the multiple volunteers who provide mentorship in one form or another to an author, there is also mentorship between mentors. For example, a senior reviewer provides guidance to a review mentor (who works closely with the author in refining the manuscript) and a senior editor provides guidance to a copyeditor (who also works closely with the author). We broadly categorize these processes as peer-mentorship, a field of inquiry that has gained momentum in graduate education and academia in recent years (Driscoll, et al., 2009; Leidenfrost, Strassnig, Schabmann, Spiel, & Carbon, 2011; Moss, Teshima & Leszcz, 2008). The CJNSE adds interesting contours to this scholarship while potentially repurposing mentorship in two unique ways. First, since mentoring occurs virtually (e.g., via Skype and/or email), several individuals are usually included in calls or discussion threads. As such, authors may be privy to the guidance a senior reviewer offers a review mentor. This cross-collaborative mentoring process may serve as useful exposure for authors if and when they transition into mentor roles within the CJNSE or with another academic publication. Second, mentorship also occurs across institutions. Instead of being bound by organization or institution, CJNSE scholars are connected through the discipline of Education. This adds a dimension to the relationship(s) that may broaden the lens applied by individuals when approaching and addressing problems.

The unique collaborative approach to mentorship at the CJNSE is particularly important in the current context of graduate studies in Education. Greater enrolment in part-time and flex-time programs, increased expectations to publish, and heftier supervision commitments on the part of faculty have created a gap for alternative forms of mentorship to emerge. The CJNSE is not alone in its mentoring approach to graduate student writing. For example, there are other journals with a similar focus such as *Doctoral forum: National Journal for Publishing Mentoring Doctoral Student Research* (since 2006), and the *International Journal of Doctoral Studies* (since 2006). A more hands-on approach is found in graduate education programs within many Canadian Universities. Although not solely focused on graduate student writing in Education, examples of this other outlet to mentorship include: Werkland School of Education Peer Mentor Program (Calgary), Peer Review Writing Group (Ryerson), Peer Mentoring Program and Peer Writing Assistance (Queen's), and Grad Help Peer Mentors (Saskatchewan). UBC even offers workshops on how to form peer support groups that focus on graduate level writing.

As a leader and innovator in collaborative mentorship, the CJNSE suggests that graduate students in Education seek to participate in arrangements that exist outside of the conventional orientation to mentorship between supervisor and student. In regards to academic writing, we advocate for a more eclectic graduate student experience through peer support and other collaborative arrangements such as that espoused by the CJNSE.

In this Issue

The array of articles presented in the current issue are a direct result of the roles of mentorship espoused and enacted by the CJNSE. Several articles directly address the variations of mentorship presented in this editorial. In this issue of the CJNSE (English) three major themes are explored: Life within schools regarding leadership in Ontario and Nova Scotia; inclusivity and awareness-raising among teachers, and self-reflection as a means to improving professional practice and the graduate student experience. The articles are empirical, descriptive and critical in their orientation.

Doctoral student Pam Osmond describes research investigating an Ontario teacher leadership initiative. Her findings, including both successes and challenges for sustainable teacher leadership, will be of interest to those interested in policy and practice related to school leadership. In a potentially polemic article on gender and school

board hiring practices in Nova Scotia, doctoral candidate Ingrid Robinson describes recent research identifying power and privilege as predominant factors influencing leadership decisions in this particular school district. Of potential interest to teachers and policymakers, Robinson forwards a model of supports and a set of recommendations in order to achieve greater equity in gender representation among school principals.

In a position paper of potential interest to both teachers and school administrators, doctoral candidate Michael Ross provides readers with a new take on inclusivity in schools, arguing that an approach Ross terms "equitable conformity" may successfully promote inclusivity and tolerance in school communities. Naomi Grenier, Tonje Persson, and Cécile Rousseau provide novel findings on teacher-student engagement among students who identify as newcomers to Canada. Using the Strengths and Difficulties Questionnaire, the authors found that teachers demonstrate less awareness of psychological or emotional issues among female students compared to male students. This empirical work will be of interest to teacher educators who work with newcomer students, in regards to detection of behavioural issues, and as importantly, misdiagnosis among these students.

Recently hired McGill faculty member Lisa Starr provides us with a thought-provoking position paper championing the use of auto-ethnography and phenomenology as reflective means of improving teacher leadership. This piece will be of interest to all those "immersed in the study and practice of educational leadership". An introspective examination of the complexities of graduate studies follows. The paper by Christina Skorobohacz underscores the importance of self-study and peer mentorship in doctoral studies in education. In regards to self-study, Skorobohacz poses some challenging, but important questions to graduate studies centred on abilities, identity, networking and reflexive practice. As a means to address issues in graduate studies, Skorobohacz also presents useful strategies including the formation of a peer-mentoring group. The article will be of interest to all graduate students, particularly around managing time, personal expectations, and productivity.

References

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