

TEAN, the professional voice for teacher educators – Vol 4 issue 1

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Editorial

Welcome to the fifth issue of the Teacher Education Advancement Network journal. In my editorial in the last issue, I invited colleagues from outside the UK to contribute to the journal and I am delighted to report that colleagues from New Zealand are represented for the first time in this issue. The challenges for teacher educators resonate across the globe and we have much to learn from each other. In this issue of the journal we have a very interesting range of topics which I know will be of value to you and to your students. Thanks are due to all our contributors and reviewers whose hard work creates the journal. We should be in a position to publish the sixth issue of the journal soon and look forward to further issues thereafter, so contact TEAN with your papers, research ideas or questions about the journal.

Mike Carroll, Julie E. McAdam and Margaret McCulloch from University of Glasgow open this issue by taking us on a reflective journey into increasing the efficacy of our own mentoring practices. A project funded through the Learning and Teaching Fund (LTDF) at the University of Glasgow is looking to develop an innovative method of supporting students while on school placement (practicum) that enhances and moderates the students' learning experience, while contributing to the wider aim of developing a shared vision of the students' development. The partnership between school and HEI are emphasised in the paper and the team offer three valuable actions based on their findings.

Zoe Kennell from the University of Central Lancashire takes us on another journey as she investigates how teachers and teacher educators can take better care of themselves. She evaluates the relatively new field of 'somatic practices', suggesting that these can help towards the alleviation of stress in a

stressful job. From the evidence in her small-scale research project she suggests ways to release tension, how to 'slow down', how to prioritise self-care. In the oft-times frenetic world of education, it is well worth taking a look at her experiences. Whilst not claiming too much, the ideas expressed here may well be beneficial for many colleagues, student teachers and teachers.

We return to the theme of building successful partnerships as Tracy Wallis from the University of Wolverhampton suggests a model for working with teacher trainers, mentors and trainees. She describes a programme which consisted of a series of taught sessions specifically designed to enhance trainees' confidence in teaching primary languages. Running concurrently with the taught sessions were workshops where mentors were engaged in developing the skills required to observe and give constructive feedback on primary language lessons. However, it is important to note that the generic nature of the key principles of the model of learning suggested here makes them transferable and applicable to other areas of working with mentors and teacher trainers and are not restricted to one subject area.

Pat Freeman and Mike Toyn from the University of Cumbria combine the important themes of creativity and ICT to evaluate the impact of an ICT specialist theme module on student perceptions of creativity and how they utilise ICT to support creative learning whilst on placement in schools. The module allows students to develop their understanding of what creativity is and how it might be developed through the use of digital technologies. As students' decisions to use ICT in their lessons are not always underpinned by creative objectives, this research is of value to the sector, suggesting taking a new look at the reasons for using technology in lessons.

Our final paper is from Louise Starkey and Peter Rawlins from Victoria University of Wellington in New Zealand who explore student teacher learning during practicum experience. Reminding us that learning to teach is a complex business, Louise and Peter describe their research which explored student teachers' professional learning during their practicum. The

professional learning reported by the student teachers across the practicum was found to align to three themes: managing the learning environment, pedagogy, and being a teacher. They suggest that the professional learning of initial teacher education students during practicum may evolve from a focus on surface level behaviours and individual teaching strategies towards an integrated and complex understanding of teaching, learning and being a teacher.

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