

TEAN, the professional voice for teacher educators – Vol 4 issue 2

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Editorial

Welcome to the sixth issue of the Teacher Education Advancement Network journal. With a good range of useful and valuable topics, we firstly draw on three papers which were originally presented at the 2nd TEAN conference in Manchester in 2011. This conference is highly significant in the teacher education calendar in the UK and welcomes prospective international delegates to share their ideas and expertise. The 2012 conference is in Birmingham in May and we hope to be in a position to publish papers from the conference in the journal in due course. For further information about the conference and other TEAN events, go to www.tean@cumbria.ac.uk. The topics covered in the first three papers in this issue of the journal are: ICT and inclusion; collaborative working between schools and HEIs; and Reciprocal Peer Teaching. The other papers presented here demonstrate another example of collaborative working between a school and an HEI in England, and we are again delighted to welcome a colleague from New Zealand to the journal for our final paper.

Nigel Beacham and Kenny McIntosh from the University of Aberdeen share with us the findings of a pilot survey into student teacher attitudes and beliefs towards using ICT as part of inclusive practice. They warn that, since both physical and virtual environments can convey affordances of educational exclusion, it is important that student teachers are prepared for inclusion using ICT. The findings from the survey suggest that student teachers' perceive their inclusive practices as not affected by the use of ICT. However, the findings also show that they are unsure about the extent to which ICT can affect inclusive pedagogies. Nigel and Kenny go on to suggest to us that there are implications for policy and teacher education which are significant for Scotland and beyond.

Loic Menzies and Kerry Jordan-Daus from Canterbury Christ Church University suggest that the role of Higher Education Institutions (HEIs) in initial teacher training in England will not 'disappear' but will need to be 'reconceptualised'. They report on their research which provides a successful model for collaboration between HEIs and schools, showing the measurable improvements to training achieved when the University and its partnership of schools used a phased model in which they tapped into both parties' different strengths. Their findings suggested that trainees had developed a more sophisticated understanding of diversity and that several had changed their opinions. Some trainees were able to see significant complementarity between the contribution of the HEI and school. It is to be hoped that work of this kind will continue in order to strengthen this realisation.

Judith Kneen and Elaine Pattison from Newman University College turn our attention to peer teaching and how it can help prepare student teachers for the classroom. Their study focussed on developing drama techniques for PGCE students studying Modern Languages or English at secondary level and they looked to develop students' confidence in interactive teaching methods. Although theirs was a small-scale study, they report that their findings would seem to indicate that Reciprocal Peer Teaching has a positive impact on student approaches and confidence. An interesting conclusion that they reached is that these techniques can help towards reducing the isolation and fragmentation identified by students in the past.

Kathryn Fox from the University of Cumbria and Matt Savidge from Central Lancaster High School report on research aiming to develop understanding of a project involving pupils working individually with student teachers on a regular basis. The context is that of student mathematics teachers undertaking a subject knowledge course prior to initial teacher education. However they believe that the findings are relevant across teacher education because they have implications for supporting pupil mentoring in schools as well as for the development of student teachers' professional learning. The value of the study, they suggest, lies in the fact that, by understanding the nature of students' development and the impact of such interventions on

pupils, further hypotheses about the nature of this development emerge that may be worthy of future exploration in the teacher education sector.

Our final paper takes us to New Zealand where Margaret Gleeson from the School of Educational Psychology and Pedagogy at Victoria University of Wellington discusses the 'ambiguous role of the ESOL (English for Speakers of Other Languages) teacher in secondary schools. In our increasingly multicultural world, this has resonance for us all. Margaret explains the difficulties for those who must compete with their English-speaking peers in an environment where they are simultaneously learning English. Her study explored the perspectives of secondary ESOL teachers who agreed that EAL (English as an Additional Language) students must acquire both English language and curriculum content knowledge effectively to complete academic qualifications. She concludes that there is a need for ESOL teachers to be regarded as equal partners whose skills are essential to ensure the best for learners whose mother tongue is not English.

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