

**Teacher Education
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Editorial

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Welcome to the eighth issue of the TEAN journal. The journal continues to be well used by the sector and we have papers in the pipeline for further issues. School colleagues undertaking Masters or Doctoral study in appropriate areas would be most welcome authors; please recommend the journal to anyone who may be in that situation. The 4th TEAN conference will be held on May 17th 2013 in Conference Aston, Birmingham and again we have attracted a wide range of papers which will hopefully feature in the journal in due course.

Many thanks again to all our reviewers for their time and the excellent advice they offer aspiring authors, and to the authors themselves for the hard work they put in to complete their papers to the standards required in a journal of this kind. If you would like to become a reviewer or submit a paper, contact alison.jackson@cumbria.ac.uk Remember that the TEAN journal is committed to giving support to you through the reviewing process and the journey to publication.

This issue of the journal takes us on Mathematical journeys, helps us build resilience in teachers, consider the student perspective of theory and practice and visits Northern Ireland. All our papers present ideas and insights which are transferable to other contexts and other countries and we look forward to receiving further opportunities to showcase research from around the globe.

Sarah Turner from Loughborough University and her colleague Margaret Braine from Trent College consider 'Embedding Therapeutic Training in Teacher Education: building resilience in teachers'. Their research with early career teachers realised the pressure that these colleagues are and how they are expected to adjust quickly to the complex and demanding role of teaching. They discovered that therapeutic training was beneficial for normalising many of the concerns which early career teachers have and recommend that it could be a significant area to be covered during a teacher education course to build resilience to sustain teachers in the profession.

Marcus Witt from Bath Spa University is joined by Melanie Goode and Christopher Ibbett for our first engagement with Mathematics. What does it take to make a primary maths teacher? We follow the successful journeys of two trainee teachers on the One year PGCE course. The aim is to produce confident and competent primary

teachers of mathematics, no matter what their background has been. It is recommended that trainees' reflection and Dewey-ian open-mindedness are essential ingredients if they are to acquire the necessary knowledge to become confident primary mathematics teachers; instilling these habits of mind in their trainees is an important part of role of providers of initial teacher education.

Our second paper on this theme is from Gemma Richardson from the University of Greenwich. In her paper Gemma explores the cultural barriers and incentives that early career primary teachers experience regarding Masters level primary mathematics CPD. Her findings indicate that the role of significant others, such as the Senior Leadership Team in the school, can be influential and that key aspects of the early career phase of a teacher's career can also be important. She highlights some tangible, achievable ways to encourage enrolment on M-level primary mathematics CPD, ultimately contributing towards the goal of raising standards of primary mathematics.

Rupert Knight from the University of Derby is also concerned with Primary PGCE students as he considers students' preconceptions about the relationship of theory to classroom practice in developing teacher knowledge. As he reminds us, linking theory and practice within teacher education is notoriously difficult and studies report scepticism about the value of research findings and theory in everyday classroom practice. In his study, he considered participants' views before the start of their training and explored: what constitutes teacher knowledge, where this knowledge is learned and how these different facets of knowledge relate to one another. The insight gained, he suggests, leads to some potentially important implications for future course design.

Our final paper is presented by Martin Hagan from St. Mary's University College, Belfast. Martin considers the development of teacher professionalism in the context of Northern Ireland. He traces the development of the discourse on teacher education in the UK and, through a fascinating analysis of 'Teaching: The Reflective Profession' (GTCNI, 2007), suggests that teacher development in NI is characterised by its individuality and difference in approach to that of the rest of the UK. Readers will be most interested to see that teacher education in NI rejects the technical rational model of teacher competence in favour of one which promotes critically reflective, activist teachers. Please note that to underpin the paper, there are extended quotations from the document under scrutiny. These have been used in order to facilitate the accessibility of the document for those who are not conversant with it.

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