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**Editorial**

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Our first issue of the TEAN journal for this academic year (2013-14) brings together a wide range of topics and it is excellent to see papers representing England, Wales and Northern Ireland. The striking feature of these papers, and what they have in common, is an intense feeling that teacher education is a complex affair and has no quick fix solutions; a fact which is positive rather than negative as it underlines the depth of thought and intention behind the achievements of effective teacher educators. All these papers present interesting food for thought, all have relevance for the here and now in teacher education, all invite us to continue to think in depth and engage with complexity as we go about our daily business of providing high quality teacher education. Lorraine Thomas from Newman University asks us to consider her research which was undertaken in an HEI offering both the level 6 Professional Graduate Certificate in Education and the level 7 Postgraduate Certificate in Education, and in an HEI offering only the level 7 Postgraduate Certificate in Education. Tellingly, she suggests that her research has shown choice to be key to student satisfaction levels within different PGCE models; a one-size-fits-all model in which trainees have limited choice and limited ownership of their learning, she posits, are contrary to the andragogic model for effective adult learning (Knowles, 1990) and may not meet individuals' needs.

Deborah Seward and Anne Renwick from the University of Cumbria offer us a tantalising title concerning 'teacher cardigans'. We discover that professional identity lies at the heart of this concern with 'cardigans', and their investigation centred around the struggle a group of students seemed to experience with their development of a learner identity in Higher Education, while, at the same time, visualising themselves as teachers operating in the classroom. The importance of teacher identity cannot be over-emphasised and Deborah and Anne conclude that the 'complex, messy and fluid' experiences they unearthed suggest the need to maintain this process of identity examination in order to develop reflective teachers.

David Longman and Kerie Green from the University of South Wales, Caerleon campus, Newport turn our attention to a group-based approach to literacy and numeracy support for trainee teachers who are at risk of not meeting prescribed literacy or numeracy targets. They used an audience response system ('clickers') to create a pedagogically productive and time-efficient activity workshop and are confident that the project has produced some important results which will lead to the identification of a new teaching method which they have named Dialogical Assessment. They hope to develop a model of learning and development that is well matched to the needs and circumstances of initial teacher training students.

John F. McCullagh, Irene Bell and Fergal Corscadden from Stranmillis University College, Belfast describe how video analysis can greatly enhance the learning resulting from student teachers' first experiences of lesson observation and classroom teaching and report on the effectiveness of this to develop not only the students' planning and teaching skills, but also reflective practice. There is an interesting discussion which centres on adopting a constructivist approach to initial teacher education by facilitating active learning and collaboration and, encouraged by the positive outcomes so far, they hope to continue their research with an aim of enhancing student and tutor collaboration.

Lionel Warner from the University of Reading is joined by Abdul Qayoom from Hurst Lodge School, Ascot to continue his research concerning Overseas Trained Teachers (see TEAN journal Vol 1, No 2 (2010)). They consider the mentoring of Overseas Trained Teachers and the difficulties experienced because of a lack of understanding of the cultural diversity of mentees. They conclude that this is not just a matter affecting teachers trained outside the UK. The range of routes into teaching in England and the increase of pupil diversity all suggest a complex problem which may result, they suggest, in mentors succumbing to a technicist approach, rather than a personalised and professional one.

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