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Editorial

Welcome to this second issue of the Teacher Education Advancement Network journal for 2014-15. We have seven papers presented in this issue covering a wide range of topics. Many thanks to our authors for sharing their research with us all. Thanks also to all the TEAN reviewers for their time and excellent advice to support the process to successful publication. There are already some papers in the pipeline for the first issue of 2015-16 and it is hoped that more of you will contribute to making another thought-provoking collection of papers for teacher educators. If you or someone you know is undertaking a Masters or doctorate which is on a theme which would be relevant to the journal, the TEAN journal would possibly be a good place for them to publish. Remember that the TEAN journal is fully peer-reviewed and support is given to new writers.

We start this issue with two papers on aspects of partnership.

Alaster Scott Douglas from the University of Roehampton invites us to investigate the value of a partnership approach to classroom-based research. The impetus for his paper is the marginalisation of universities in teacher education in England due to the promotion of school-based training. In his research project where student teachers undertook classroom research, he found that that the students found it to be significant learning event for them. An exciting follow-up was a video conference with others undertaking similar research in the USA which helped to explore the findings from an international perspective.

Hazel Crichton and Francisco Valdera Gil from the University of Glasgow present a case study concerning a student teacher at risk of failing a teaching placement, who was supported by colleagues and university tutors through the use of a diagnostic tool in the form of a checklist. They found that the student and teaching staff found the tool user friendly and helpful in identifying areas of good practice and those requiring development. The tool may be useful as a means of providing formative feedback and initiating dialogue relating to practice, particularly at an early stage of a teaching career.

We then go on in the company of **Helen Ryan-Atkin from Leeds Trinity University** who looks at an on-line discussion forum used to support collaborative studying practices and argumentation amongst trainee teachers. The impetus for her study was her concern that lively debate did not seem to be something with which the student teachers were engaging. She investigated how far social media could contribute to enhancing students' critical thinking and academic language, and what role the course tutor had in facilitating effective, online discussion. Initial findings are positive and point to a need to take this research further.

Sara Misra from Staffordshire University and Maggie Webster from Edge Hill University report on the findings of a small-scale research project, carried out by a team of teacher educators working in the Primary Foundation Subjects. The team worked together to develop the Three-Lens Model, a teaching model that aimed to split subject delivery into three clear areas: subject-“ness” (subject identity), how to teach (pedagogy) and ideas of what to teach (toolbox). They sought to discover how successful it was in providing a cohesive delivery structure and in raising the trainees’ perceptions of the pedagogical element of their training. It seemed to be a successful delivery model which could potentially benefit other training providers.

Gary Walker from Leeds Beckett University throws the spotlight on Looked After Children. A worrying revelation in his paper is that educational outcomes of Looked After Children in England are lower compared to their non-Looked After peers. He tells us that the dominant research and policy discourse locates responsibility for this within the care system. His paper explores the extent to which educational outcomes might be better understood using the theoretical lenses of Bourdieu’s concepts of capital, field and habitus. The findings of his research indicate that a complex set of factors help explain educational outcomes of Looked After Children and Gary presents a discussion of these findings and what lessons they suggest for teachers.

Behaviour management in schools is an ever-recurring problem and one that beginning teachers find problematic. **Mark Minott, a freelance academic from London**, is therefore offering timely advice here in his paper on reflective teaching and disruptive behaviour in high school classrooms. His self-study presented here would be beneficial to share with student teachers. He utilises personal experience stories in the form of vignettes taken from his experience of teaching in various high schools in London, England. Mark’s message is to illustrate how teaching reflectively can result in the reinforcement of practical or work-related knowledge regarding the utilisation of appropriate behavioural management strategies in local schools.

Finally **David Boorman from Edge Hill University** investigates the use of calculators in primary schools in the light of their recent prohibition in the new National Curriculum in England for younger children. He puts forward a compelling case from the literature to suggest that, far from being harmful, calculators can support conceptual understanding, support and improve mental and written methods, be a stimulus for dialogic talk, provide instant feedback and help to develop key mathematical ideas such as “number sense”. He recommends that greater clarity is needed regarding what fundamental mathematical understanding actually entails and a long-term strategy needs to be in place in order for pre-service teachers’ underlying beliefs to change.

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