

Teacher Education Advancement Network Journal

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Welcome to the first issue of the Teacher Education Advancement Network (TEAN) journal. TEAN's aims for Teacher Education are: to enhance practice; to support and promote innovation and development; to contribute to and help build research capacity; and to contribute to policy development and implementation. The TEAN journal is a new online publication, specifically aimed at teacher educators, with the intention of advancing research and scholarly activity across the sector. It is designed to be a journal whose contributors will offer example and inspiration from their own practice and activity, and emphasises an intention to impact on practice. It hopes to draw from the experiences of colleagues from across the UK and also welcomes international contributions which are transferable to different contexts. Papers submitted to the journal are peer reviewed by two anonymous reviewers.

This first issue of the TEAN journal has involved numerous colleagues, and thanks are due to everyone – submitters, reviewers, the editorial board, administrative advisors – for the generous help that has been given to ensure the launch of this significant outlet for teacher education research. The issue is themed around the notion of teaching as a Masters profession and also contains a paper explaining the background and hoped for future for the journal, and the ways in which it looks to encourage new researchers and reviewers.

The first paper is presented by the editor, Dr Alison Jackson, Director of TEAN, and is a brief explanation of both the background to, and innovative process of, the journal.

In the second paper, we begin to address the theme of 'Masters' and are grateful to Professor Kit Field, Dean of the School of Education at the Walsall

campus of the University of Wolverhampton for presenting a position paper on the MTL (Masters in Teaching and Learning). This paper sets out the context of the MTL and presents a thorough exploration of the MTL's contribution to Continuing Professional Development (CPD) under the headings of System-led CPD, Individual-led CPD, Institutional-led CPD and Profession-led CPD. Professor Field suggests positive ways forward in a proposal for implementation, suggesting that 'The flexibility of the MTL should be of benefit to all'.

In the third paper, Dr Lynne Graham-Matheson from Canterbury Christ Church University looks at the perceptions and experiences of Masters level PGCE (Postgraduate Certificate of Education) through the eyes of teacher educators, reporting that, despite some concerns, there was a general feeling that Masters in the PGCE offers benefits for both students and tutors.

In the fourth paper, Dr Maarten Tas and Sue Forsythe from the School of Education at the University of Leicester also address Masters level in the PGCE. They looked specifically at written assignments with reference to Mathematics and Science students, and the use of peer assessment of synopses of planned assignments written by those students.

In the fifth paper, Dr Sandra Eady from the University of Cumbria reports on research with PGCE students which looked initially to discover their perceptions of taking M level credits as part of their PGCE, and then to explore whether or not students would continue Masters study in the induction year through the MTL.

In the sixth paper, Hazel Crichton and Brian Templeton from the Faculty of Education at the University of Glasgow bring an international flavour to the Masters debate by presenting research concerning a collaboration between French Universities and an English University. This collaboration provides a double diploma for students: a 2 year Masters FLE (Français comme Langue Etrangère) and a Postgraduate Diploma in Education (PGDE) in teaching Modern Languages.

The final paper is from Professor Freda Bridge, Principal & Chief Executive, Leeds Trinity University College who graciously accepted an invitation to act as discussant for the papers contributed by Lynne Graham-Matheson, Maarten Tas and Sue Forsythe, Sandra Eady, and Hazel Crichton and Brian Templeton. Professor Bridge draws together some of the key issues from these papers, indicating that there are still many questions about Masters to be answered.