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### Editorial

We start this issue with a discussion-piece by **Catharine Quirk-Marku from Manchester Metropolitan University**. Catharine is concerned about the influences that affect Early Career Teachers' professionalism and retention as they learn to teach. She discusses an approach informed by cultural-historical activity theory (CHAT) and considers how relevant this is to these influences. Her study has found that previous studies investigating influences on ECTs have neglected to explore the effect of education policies on ECTs' professionalism, which has left a knowledge gap in the existing evidence base. She advocates the benefits of addressing this gap by using CHAT in future research.

**Louise Whitfield from York St John University** is also concerned with teachers beginning their careers. She focussed on Newly Qualified Teachers, that is to say those in the first year of their career, with attention to what kind of support they need and how this support could be embedded into a university's strategy for them. Her research discovered that standards-driven competencies tend to be the main focus of the first year of teaching and yet there were other essential components such as pastoral forms of support to overcome issues such as workload. Louise presents suggestions for next steps to aid the development of resources for first year teachers and enhance the support from the university.

**Michael Seddon from Liverpool John Moores University** turns our attention to a project he undertook within a mainstream 11-18 secondary school with a high proportion of pupil premium students in the north of England. For children disadvantaged by income or family upheaval he wanted to investigate whether context-dependent memory impacts student recall during examinations. His study demonstrated an impact, with students performing statistically worse when tested in an area that is removed from their standard environmental classroom context. He concludes that despite the limitations of his study, there is a strong suggestion that further research in this area would be highly advantageous.

**Ruth Sutcliffe, Rachel Linfield, Gaynor Riley, Debbie Nabb and Jonathan Glazzard from Leeds Beckett University** are searching for 100% satisfaction with feedback from students. Their research with Primary Education student teachers has shown increasing satisfaction as they engage with and use feedback. A highlight of their findings is that it has been shown that face-to-face, oral communication is at the heart of student satisfaction. Rather than hunting down 100% satisfaction they suggest that students and tutors working together and enhancing student engagement with a range of improved measures can be highly effective. Their research has implications beyond the UK where the study took place.

We are pleased to welcome **Muhammed Fatih Dogan from Adiyaman University and Caro Williams-Pierce from University at Albany** to the TEAN journal. They present their study on supporting teacher proving practices with three phases of proof. They suggest that, both students and their teachers face great difficulties when engaging in proving activities. The study focuses on secondary school in-service teachers' engagement in proving activities and discusses the usefulness of framing proving activities in three phases: exploration, justification and evaluation. Future research goals are to examine any benefits that students and teachers may gain when using the three phases of proof to organise their engaging in and teaching of proof.

Emily Perry and Sarah Boodt from Sheffield Hallam University present a paper which has resonance with us all as they discuss supporting the professional development of what they call 'hybrid' teacher educators in the Further Education sector. Teacher educators very often have little or no professional development to support them when they start this role and Emily and Sarah report here on a professional development programme which aimed to redress this. The programme supported a diverse group of participants to enable them to reflect and develop their practice, while increasing their confidence in their new role. Participants explored the 'how' of practice as well as the 'what', and were thus able to engage with philosophies and implications for their own practice.

**Catherine Leech from Cardiff University** looks at intervention practices with respect to raising the academic achievement of GCSE maths pupils in England, however, her research is of wider interest and will find resonance beyond boundaries of either subject or country. Overall Catherine found that no single intervention scheme was successful on its own and is not sustainable in terms of the investment of teacher resources to continue to provide all programmes to all pupils. A possible solution could be to employ a mastery focussed syllabus that ensures all pupils are confident and competent in basic skills from the very start of secondary education, thus removing the need for extensive, last minute intervention schemes.

**Jamie James from the University of South Wales** introduces us to the three hats of student teacher identity - those of teacher, trainee and student. Jamie is involved with employment-based Initial Teacher Education and in his research he looked at what and how student teachers were learning on and the extent to which this learning was influenced by variations in schools' socio-cultural and historical content. Two main types of learning seemed to be taking place, learning how to be an effective teacher and the development of various professional identities and the involvement of other professionals in student teacher activity. Jamie concludes with some recommendation to improve the quality and efficacy of student teacher learning.

**Kate Dudley from Newman University** takes us to the world of Early Years, with specific reference to the BTEC (Business and Technology Education Council) National Extended Diploma Level 3 in Children's Play, Learning and Development with Early Years Educator status (BTEC, 2015). She investigates how this course meets its aims in promoting students' academic skills ready for Higher Education. Although her research highlighted a key difference between the expectations of teaching staff from Further Education and Higher Education, the key aligning factor appeared to be the theme of student autonomy which is not filtering through to practice. Kate recommends useful recommendations for practice drawn from her findings.

**Diane Lloyd, Paula Jones, Andrea Pratt and Debbie Duncalf from Liverpool John Moores University** complete this issue by considering how empowering teachers to reach for success in partnership with a Higher Education Institution can affect learning in the classroom. The focus of their study was working with teachers engaging in their own research beyond initial teacher education. The research demonstrated how collaboration encouraged professional practice to support classroom based teaching and teacher efficacy and effective practice. Key recommendations from the outcomes of the research are that: schools aiming to introduce a research informed approach to the professional development of their staff should provide sufficient time for staff to engage in wider research; and making use of social media to share information and resources and facilitate professional dialogue.

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