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This is the 21st issue of the TEAN journal which I started in 2009. I am delighted to have acted as editor for this issue and to now present seven excellent papers for you all. Very well done to all the authors for their dedication and hard work and to the reviewers for the invaluable support they give.

Rick Tynan and Matt McLain from Liverpool John Moores University looked at attitudes to assessing trainee teachers on school experience placement in an initial teacher education partnership between a university and an 11-16 academy. They were wanting to search for subjective differences in attitudes to the assessment of trainee teachers in school. Their research suggested that some participants prioritised statements linked to fairness, validity and quality assurance processes within and external to the academy. Others perceived assessment almost solely in terms defined by the Teachers' Standards in England. This suggested that the different perspectives on assessment were associated with influences other than the respondents' differing roles within ITE.

Wendee White from the University of Dundee and Amy Malkus from East Tennessee State University suggest that teacher emotions matter. In their research they looked at how an Affective Instructional Design (AID) supported an early years teacher to develop the capacity to change her instructional approaches. This influenced her mathematic affect, and also the affective experiences of her students. Participants were drawn from a kindergarten in Tennessee, USA. Their findings suggested that instructional supports such as AID influence teacher capacity to bridge new learning and enacted practice. AID contributed to a rise in positive teacher and learner affect, and improved teacher capacity to plan and implement quality mathematics learning environments.

Andrea Pratt is joined by Rick Tynan, both from Liverpool John Moores University, for a discussion of an innovative MA in Education practice designed for newly and recently qualified teachers. In their research they considered the early stages of initial teacher education where the teacher educator models learning, teaching and assessment strategies and seeks to inspire their mentees to find out which will work for them through models of reflection and policy in practice. They determine that the current programme does meet serving teachers' needs, and represents the move from reflection on practice to research informed practice. Their research also informs the development of recruitment strategy and next steps to encourage a more sustained approach to research as teachers.

Lisa Fernandes from Newcastle College University Centre is concerned about autistic learners. She presents a thought piece which explores how, in England, although policy reforms suggest inclusive education for all, there is evidence of an increasing number of young people on the autism spectrum being excluded from mainstream educational settings. This, she suggests, can have a devastating impact on self-esteem, mental health and future prospects of the learners. Starting with an overview of ethics of care, she then examined the exclusion of autistic learners and considered whether a focus on this philosophy within teacher education has the potential to reduce the exclusion of autistic learners.

Cheryl Wilberforce and Andrea Pratt from Liverpool John Moores University are concerned with feedback from students, noting how important this is to inform and develop teacher educators' reflection on practice and curriculum design. Their research concerning the perceptions and

expectations of a sample of primary science student teachers looked at improving confidence. The key findings from their research support the notion that there is low confidence due to a lack of recent study experience in science. They recommend that there is a need to ensure teacher educators support the development of competent practitioners to address concerns about subject knowledge and developing confidence in teaching primary science.

Debbie Hooton from Edge Hill University carried out an evaluation of learning style profiles and multiple intelligence domains of level seven trainee primary school teachers who chose to specialise in mathematics. The valuable information gathered showed interesting relationships between the two sets of results and analyses this by both gender and the specialism route that the students opted to follow. Her study offers suggestions for training establishments to consider when educating the primary school mathematics teachers of the future, potentially leading to an impact on learning outcomes and student satisfaction. She outlines practical recommendations with respect to mathematics, but suggests that the learning needs of students in other curriculum areas could benefit from similar studies.

Pete Atherton from Liverpool John Moores University conducted a small scale research project into how trainee teachers can use technology for educational purposes (edtech). He was concerned about what he saw as an apparent disconnect between the availability of educational technology and the frequency and impact of its use. His paper aims to assess the extent to which trainee teachers are developing the skills and behaviours that are deemed necessary for the digital world and also reveals the disparities between individual trainees in their confidence towards using edtech. This piece of action research was supported by two universities in the north of England and raises some notable issues and areas for further study.

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