

Teacher Education Advancement Network Journal

Alison Jackson

University of Cumbria

alison.jackson@cumbria.ac.uk

Welcome to the second issue of the TEAN (Teacher Education Advancement Network) journal. The journal is attracting a lot of interest from the sector and we have a good range of papers for this issue. All papers go through a very thorough peer review and editing process and TEAN is grateful to all reviewers for their commitment and professionalism with respect to this task. TEAN welcomes all papers connected to teacher education; please check the guidelines on the website or contact the editor if you would like to be involved as a reviewer or author. We welcome submissions from both experienced and inexperienced authors. A significant part of TEAN's mission is to nurture new researchers so if you are interested in being one of a team of inexperienced reviewers, you will be given guidance by experienced colleagues and if you are new to academic writing, TEAN will endeavour to help you in your journey to publication.

Issue 2 of the journal brings together a range of themes:

Rachel Lofthouse from Newcastle University with Peter Birmingham from Durham University and Adrian Copping from the University of Cumbria all advise us of the benefits of video-recording in the first two papers of this edition. Rachel and Peter suggest that a portfolio assignment which involved student teachers videoing their own lessons was seen as a positive experience by the majority of participants in their research. They conclude that video intervention may foster a more critically reflective approach which will enable student teachers to gain more from the mentoring process and opportunities presented to them on teaching practice. Adrian takes this one step further in his paper where his participant student teachers used video recordings of their lessons and then engaged in focus group discussion with their peers. He concludes that this process impacted significantly on practice

and has the potential to lead to a better quality of reflection on the part of the student teachers.

Lisa Murtagh and Maggie Webster from Edge Hill University turn our attention to the notion of a scaffolded approach to teaching, learning and assessment. They advise that, although it is important to consider how and why certain modes of assessment are used to assess student achievement, their research suggests there are benefits of this type of approach in fostering deep learning and improved academic achievement. The paper clearly describes how cycles of feedback related to the eventual summative assessment (in this case a presentation) can be incorporated into modular teaching in order to assist students to improve performance prior to the summative assessment.

The inclusion of Masters level credits into the Post Graduate Certificate in Education might cause difficulties for those student teachers who have studied Maths or Science in their undergraduate courses. Sue Forsythe and Maarten Tas from the University of Leicester report on a project they have undertaken to develop the academic writing of such students. They explain the positive reaction from the students and suggest further ways for improving the support offered, outlining plans for a new programme of support which they have devised for the coming year (2010-11).

Kathryn Fox from the University of Cumbria explores participant-perceptions of a maths specialist course for secondary teachers. She examines a number of issues related to subject confidence, identity, community, brokerage, professional knowledge and attitudes in the light of these views and discusses the potential impact on the effectiveness of such a CPD course. She found that being part of a subject teaching community had positive effects upon professional learning but could potentially limit self perceptions of teachers as 'mathematics teachers' and thus limit their potential to be confident subject specialists. Kathryn suggests that her findings have wider implications for supporting professional development in schools.

Karen Stuart from the University of Cumbria presents an interesting paper on the Social and Emotional Aspects of Learning (SEAL) initiative. The paper presents the findings of an action research project that enabled teachers to teach social and emotional learning authentically and to develop their own curricula rather than relying on provided resources. It identifies an authentic, modelled, experiential approach to teacher education that can be applied to teaching and learning. After tracing the background to SEAL, Karen then presents findings of research into the authentic use of SEAL and recommends that adoption of SEAL principles can contribute to pupils' success in school.

Lionel Warner from the University of Reading explores the deficit discourse around OTTs (Overseas Trained Teachers) and whether this is justified. This topic is of increasing significance in meeting recruitment needs for teachers in major urban areas within England. Lionel describes a small-scale pilot investigation of OTT experience which explored the success of these teachers and the challenges which they experienced. He suggests ideas for further research which is necessary in this area.