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The Teacher Education Advancement Network (TEAN) is a collaborative professional learning community for teacher educators across the UK, Europe and beyond. The papers published by the TEAN community are intended to advance research and scholarly activity in teacher education. As will be noted in this issue, the contributors offer examples and inspiration from their own practice and activity and once again, David and I are pleased to now present nine excellent papers.

Victoria Crooks, Laura London and Helen Snelson's paper focuses on the perceptions of Secondary History school-based mentors. It explores school-based mentors' contributions to the education of training pre-service teachers. The paper draws on evidence from across three HEI partnerships offering Postgraduate Certificate in Education (PGCE) and School Direct (SD) with Qualified Teacher Status (QTS) programmes. Notably, the draws attention to the significant contributions and advantages school-based mentors bring to the training of pre-service teachers. It offers suggestions regarding how to capitalise on such contributions and advantages to strengthen the quality of subject-specific mentoring.

Drawing on her own experiences as teacher educator and data gathered from semi-structured interviews conducted with pre-service teachers, Lisa Fernandes' paper offers insights into how training providers can better equip pre-eservice teachers for working alongside other colleagues to better support learners. Her paper explores student teachers' perceptions, experiences, and attitudes towards working with learning support assistants, and she draws out some implications for both policy and practice.

Penny Webb's paper draws on Qualitative data from interviews and a focus group discussion to explore influences on self-efficacy and confidence for pre-service teachers when teaching children with autism. Her paper presents four key themes that which could inform the practice within ITE institutions to develop pre-service teachers' self-efficacy and confidence when teaching children with autism.

In her paper "Noticing' examples presented in primary mathematics textbooks" Clare Tope explores how pre-service teachers' responses to mathematical examples presented in textbooks changed over time. At the start of the research project, the textbook was simply a place to find sets of examples for students to consider. However, Clare's paper notes, amongst other implications, the potential to promote a culture where the careful study of learner and teacher materials is seen as valuable professional development beyond an initial programme of instruction

Drawing on pre-service teacher and head teacher surveys, Sian Onions' and Matt Ferdinand's paper highlights how differences between headteacher and newly qualified teacher perspectives regarding online presence may affect employability. Based on their findings, they offer some practical

suggestions advice for training of pre-service teachers and schools alike about a teacher's 'digital tattoo'.

Maria Antonietta Impedovo of Aix-Marseille University, France presents a position paper, where she explores the potential of social networks for teacher professional development. The paper highlights the notion of Social networks as 'third spaces' between formal and informal learning to support professional development. The paper discusses how professional development via social networks and social media has the potential to be nourished by an intense exchange of information and the growing connections among people, knowledge, and communities whilst also noting that understanding how to maximise this potential remains a significant challenge.

Noting that pre-service teacher education programmes embrace the notion of the teacher as a reflective practitioner, Mark Minott devised, implemented, and evaluated a "reflective approach to teaching practicum debriefing (RATPD)" with a number of pre-service teachers. His paper presents a case study exploring the usefulness, benefits, and challenge of an innovative approach to "teaching practicum debriefing".

Continuing the theme of the reflective practice, Lewis A. Baker considers how the 'Lecture Capture' tool commonly used to audio and video record lectures for student purposes, can be used by lecturers themselves as a means of professional development. In this instance, the author used Lecture Capture to consider the use of 'questioning' to make the case for the use of Lecture Capture as a vehicle for enriching reflective practice

Amid concerns of high attrition rates in Denmark's pre-service teacher education programmes, Eyvind Elstad, Knut-Andreas Christophersen and Are Turmo surveyed 1,435 Danish pre-service teachers to better understand how perceptions of both campus and field experiences are related to their prospective commitment to becoming a teacher. The paper raises some important areas for consideration in programme design in order to retain those entering the profession.

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