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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.

David and I are pleased to present ten diverse papers contributing to the field of Teacher Education.

Hannah Smith and Wendee White's paper draws on findings from a study in Scotland to explore the importance of classroom architecture in supporting teaching and learning. Findings suggest that classroom architecture plays a significant role in creating and maintaining positive learning environments. The study highlights the significance of Early Years' theory and practice and their potential for supporting pupils in the primary phase of education.

Elizabeth White, Julia Mackintosh and Claire Dickerson of the University of Hertfordshire, discuss the merits of a personalised needs-led approach to developing mentors of student teachers. Drawing on research conducted during the Covid-19 pandemic and during a time of significant policy change in England, their paper focuses on the notion that School-Based Teacher Educators have a diverse range of needs depending on their prior experience of mentoring. Considering lessons learned from changes in practice due to the Covid-19 pandemic, this paper offers insights in to how SBTEs can be better supported through personalised needs-led approach.

Pinar Robinson of Edge Hill University offers insights into Primary ITT students' competence and confidence in mathematics teaching in the UK. Pinar's paper reflects on literature in the field and concludes that despite the call in England in particular to address the issue of improving prospective primary school teachers' mathematics competence and confidence, there is limited research exploring how to address the perceived issues.

The fourth paper titled 'I've just got to get through it!' focuses on student teacher-mothers negotiating the challenges Initial Teacher Education. In her paper, Joan Woodhouse of the University of Leicester highlights the challenges facing this particular group of students as they navigate competing demands.

Liat Biberman-Shalev, Anat Korem and Drorit Ram of Levinsky College of Education, Tel-Aviv, Israel, present a case study to illuminate the value of blogs to support pre-service teachers' reflective practice. They note that blogs used for such a purpose have the potential to serve as a virtual space for a community of practice and that facilitating reflective practice may be enhanced in such a forum through the use of specific scaffolding techniques.

Kelly, Kristina, Susan Davis and Jennifer Clement of Cardiff Metropolitan University present a position paper: "Schematic Driven Pedagogy (SDP): The Potential Impact for Autistic Children". They examine how a schematic implementation could support some areas of development for autistic

children. Potential benefits explored within this More capable others? Education Studies undergraduates as near-peer mentors for year 12 students

Helen Hendry, Adam Hounslow Eyre, Kate Pritchard and Clarke Sellars draw on findings from the *Research Higher project*, where second year Education Studies undergraduate students acted as near-peer mentors for circa two hundred year 12 students (aged 16-17). The authors conclude that near-peer mentoring is mutually beneficial for mentors and mentees and that the mentors in particular developed metacognitive strategies and self-confidence.

Michael levers of Stranmillis University College Belfast, considers the impact of the covid-19 restrictions on Skills deemed necessary for personal fulfilment, active citizenship, social inclusion, and employment. Drawing in both qualitative and quantitative data, Michael notes that such transversal skills may be enhanced through more extensive integration of online learning within future higher education programmes.

University of Cumbria's Gareth Davey presents a think piece in relation to teaching and learning on a university happiness and wellbeing course. Reflecting on his own experiences and literature in the field, Gareth argues for a change of direction in the education system to focus on achievement and learning in terms of positive emotional and social development rather than solely standardised testing.

The final paper of this edition is offered by Elizabeth Anne Gager and Jacqui Percival of the University of Cumbria. Elizabeth and Jacqui consider the factors that contribute to the retention of new teachers. Drawing on data gathered from sixteen participants employed in the primary phase of education they conclude that it is "More than *just* workload" that is seen as a contributing factor to the attrition of new teachers, and they highlight additional considerations for several stakeholders such as school staff, policy makers, and those involved in ITE.

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President of TEAN Executive Committee
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