

Teacher Education Advancement Network Journal – Vol 3 Issue 1

Author: Dr Alison Jackson

University of Cumbria

alison.jackson@cumbria.ac.uk

Editorial

Welcome to the fourth issue of the Teacher Education Advancement Network journal. The journal has a global audience and, although our contributors to date have been from the UK, we would be pleased to hear from colleagues in other countries who engage with the journal. If you have research into teacher education to write up, we would be pleased to hear from you. Our fourth issue presents five papers whose authors have engaged with a range of issues of great interest to the sector. Each of the contributors presents 'small-scale' research but each illustrate the importance of small-scale research as it uncovers possibilities and further suggestions about what should be researched and investigated in teacher education. Far from being of scant importance, small-scale research is, by its very nature, relevant, thought-provoking, necessary and well worth the considerable effort it takes to produce. Many thanks to our seven contributors for their passion for their respective topics and their perseverance in making their studies available to us.

Semiyu Aderibigbe from the University of Aberdeen explores collaborative mentoring relationships between teachers and student teachers. This topic is one that we hope to revisit in the TEAN journal and welcome further papers for future issues. Despite the small scale of the study that Semiyu undertook, he feels that it has implications for learning and teaching practice in the ITE context as it explicates the importance of communication, co-participation and training for effective mentoring practice between teachers and student teachers. He suggests many potential areas which could and should be followed up leading from his study and there are plenty of interesting ideas for the sector.

Peter Gossman from Glyndŵr University offers an unusual but fascinating topic based on a study he undertook to analyse the concept of 'best teacher'. With the use of definitive superlatives quite prevalent in education at present, you will find Peter's investigation very interesting and thought-provoking and possibly be relieved to

discover that he concludes that a picture of complexity involved in the concept of a 'best' teacher has emerged. Like Semiyu, Peter also has opened up many questions ripe for research leading from his original one and will doubtless provoke others from his readers.

Liane Purnell from Newman University College turns our attention to assessment by invoking students' simplistic approach to assignments which will doubtless resonate with readers; once the word count is reached, the assignment must perforce be finished. Her research looked at whether part of the solution might be to engage students in the assessment criteria; over time this would imply improving the accessibility of criteria. Liane outlines the varying outcomes of her research and explains how she has adapted her practice in the light of her findings. Further results will hopefully discover whether students' positive reactions are linked to this new practice.

Our second paper from Newman University College is from Debbie Reel and Helen Davies. Working with Early Years Postgraduate student teachers, they made a strategic decision to promote an Enquiry Based Learning approach in order to encourage trainees to engage more deeply with the issues around a specific chosen topic as well encouraging autonomy and independence. They found that this approach encouraged deeper levels of learning and in addition gave opportunity to develop new competencies and skills. The successful assessment tool used the presentation of a documentary following an investigation of a chosen area of early years practice.

Our final paper is from Karen Stuart and Ali Alger from the Brathay Trust, a charity for young people working with disadvantaged youth. In their paper they present the findings of a case study on the use of Transactional Analysis (TA) in schools in England. Findings suggest that children, young people and teachers with TA skills have better self-awareness, increased understanding of others and, as a consequence, better relationships. There is evidence of impact on attendance, attainment, personal and professional lives and school climate overall. They recommend TAPACY - Transactional Analysis Proficiency Award for Children and Young People - and TAPATE - Transactional Analysis Proficiency Award for

Teachers and Educators – as potent tools for schools to develop young people’s skills, practitioners’ skills, the school culture and school performance.

Dr. Alison Jackson

Director of TEAN

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