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**Editorial**

It is inspiring to see a renewed flurry of activity around the TEAN journal. The TEAN journal is your journal, statistics for past issues of the journal show that papers are constantly viewed online as the numbers of 'viewings' rises year on year. It is a collaborative endeavour in that it owes much to its reviewers and the help they give aspiring authors. It is supportive in many ways: it supports inexperienced reviewers to become experienced; it supports new authors through the process of producing a paper worthy of publication; it supports your research and scholarly activity by giving it prominence on a potentially global stage. It is useful, thought-provoking, interesting, often fascinating and always indicative of skilled and dedicated teacher educators. Since its inception it has been published thanks to the efforts and commitment of its publishing editor, Linda Shore and I would like to take this opportunity to thank her for publishing the TEAN journal for us.

This issue starts with a thought-piece from **Chris Carpenter from Canterbury Christ Church University**. Chris considers Evidence Based Teaching as discussed in the Carter Review on Initial Teacher Education which was published in 2015. He suggests that the call for Evidence Based Teaching is not well defined and, although he accepts that it can be seen as a positive recommendation, he also challenges the idea of teaching being 'reduced to a sharply defined set of behaviours'. There is much food for thought in this paper and Chris concludes with recommendations for engaging with your students.

**Tom Hamilton, Director of Education, Registration and Professional Learning**

**General Teaching Council for Scotland** follows with a Perspective paper. The perspective he has chosen is that of teachers as researchers. Tom presents the vision and aims of the GTCS and goes on to discuss teacher professionalism paradigms before offering an explanation of the Teacher Education Standards in Scotland which aim to create a continuum for teachers' professional development. His paper then focusses on questioning whether or not teachers should be researchers and/or users of research. There is, he suggests, not necessarily a straightforward route to positive impact on improved pupil learning, nor is it something which is easy to judge.

**Tim Rutter, Ruth Edwards, and Phil Dean from Edge Hill University** were looking for impact when they set about exploring the literature to determine whether exploratory talk could aid pupil learning and understanding in secondary schools. Their aim was to assess the importance of pupil to pupil exploratory talk in teaching and learning, and they found evidence to suggest that classroom dialogue is important for children and young people in order for them to benefit from their experiences in school, and ultimately to encourage their full participation in society. They conclude

with a strong message to school leaders to understand the importance of developing and supporting a whole school approach to exploratory talk.

An interesting paper from **Sophie King-Hill from the University of Worcester** engages our attention with the professional practice of working with teenage mothers in an educational setting. Sophie takes us through the psychosexual and psychosocial staged theories of development, specifically chosen due to the explicit links between staged childhood experience and adult behaviour in relation to sexual and social aspects of development; both aspects having fundamental links to teenage parenthood. She presents case studies to illustrate her argument and concludes that, although these theories are relevant when working with teenage parents, there are other considerations to be taken into account in order to frame an approach to the individual.

**Fufy Demissie from Sheffield Hallam University** gives a very interesting account of a study into student teachers' perceptions of seminar learning. Fufy problematises seminars for us, pointing out that this common learning context for students cannot be taken for granted. Her small sample of participants indicated through their accounts that seminars are multi-layered and rich learning contexts which can be enabling or disabling. She recommends that we reflect carefully on the purpose and value of the seminars which we present in order to get the best from them. There are, she advises, unanswered questions and further opportunities for research in this area.

**Louise Khalid from Birmingham City University** asks us to consider how beginning teachers develop their knowledge of early-years pedagogy. She focussed her research on a beginning teacher and the class teacher and mentor with whom she worked and found that a shared pedagogy of early-years practice developed between them during their interactions within the setting. Louise discovered three important themes: the importance of learning through observation; learning through critical reflection; and learning as an apprentice for the development of a personal pedagogy. She strongly recommends that beginning teachers should be viewed as active participants in the development of their pedagogy, not simply passive observers of good practice.

**Sarah Turner from Loughborough University and Margaret Braine from Trent College** remind us of just how complex the professional role of a teacher is and ask us to consider the intense demands made on trainee teachers, both personally and professionally when they enter a school. They conducted a research study looking at the impact of three workshops covering professional identity, teaching values and psychological models during the teacher training year. They suggest practical ideas to support the trainee teachers in their journey, but their main conclusions suggest that the essential requirements are: to be able to self-reflect; to be able to organise their time; and to have the capability to develop strategies to address the challenges they meet during their time in school.

**Val Poultney from the University of Derby** discusses the notion of 'The self-improving primary school'. She explains how the senior leadership team in one primary school decided to implement a strategic focus on evidence-based teaching. The intention was to generate their own school knowledge, equip teachers to take more responsibility for their own teaching and professional development and to broaden their local and national networks. The commitment of the leadership was found to be key to any long term success; evidence-based teaching needs to be a normal part of

school culture – and this takes time. There is an interesting finding of what was seen to be a ‘blurred boundary’ between professional inquiry practice and academic research.

For all of us who use PowerPoint, **Ian Wilson from York ST John University** offers plenty of helpful advice. He carried out small scale practitioner research with second year undergraduate initial teacher education students to discover their reaction to PowerPoint presentations. The results identified key points of good practice in the creation of PowerPoint presentations which support and enhance students’ learning, attention in sessions and their note-taking. A wealth of literature about the success or otherwise of PowerPoint presentations makes for very useful reading and the findings of the research suggest recommendations for us to employ when next we think to use PowerPoint.

**Hazel Beadle from the Institute of Education, University of Chichester** suggests a need to focus on the relationship between school teachers and technology. She takes us through an examination of a broad range of pertinent research literature and focusses on three main themes: the nature of the school teaching role with a focus on stress and modelling; the role of government and the influence of globalisation; and the effect of technological competence (with social media examined as an example of that competence in action). She concludes that sizable gaps exist in the understanding of the relationship between school teachers and available technology, and that these gaps have the potential to impact upon effective school management.

We complete the issue with the ever timely topic of giving observation feedback in a paper from **Victoria Wright from the University of Wolverhampton**. Victoria’s autoethnographic research which concerns her role as a PGCE tutor on a Post Compulsory Education course has resonance for us all. She considers the sharing of tutor observation feedback dialogues and peer student observation dialogues and notes the complexities around fostering a dialogic approach. An open and fascinating discussion touches on such things as the emotional dimension of giving feedback, the stress of being observed, the need to open spaces for student reflection and more. Victoria hopes to encourage other teachers to share their practice with a view to problematising and potentially improving lesson observation experiences.

***Alison Jackson 2016***