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### **Editorial**

The 19<sup>th</sup> issue of the TEAN journal presents a range of papers on a variety of topics, showing the diversity, interests and expertise of teacher education colleagues. The high standard of reviewing for the journal is again to be praised and the hard work put in by the authors is to be admired as testament to the desire of teacher educator colleagues to get their voice heard.

We start the issue with a question: 'What are the characteristics of a professional teacher educator?' This question was distributed in a survey by TEAN to teacher education colleagues and this paper presents a distillation of data from survey respondents presented as a think piece which wishes to provoke thoughts in those that read it. With thanks to all those who engaged with the survey, the authors of the paper are: **Ashley Compton, Bishop Grosseteste University; Jim Crawley, Bath Spa University; Fiona Curtis, University of Reading; Alaster Scott Douglas, University of Roehampton; Tony Eade, Independent Research Consultant; Alison Jackson, University of Cumbria; Chris Philpott, University of Greenwich; Mark Plater, Bishop Grosseteste University; David Powell, University of Huddersfield; Adele Sewell, Bishop Burton College; Karen Vincent, Canterbury Christ Church University.**

**Suzanne Gomersall from Nottingham Trent University** considers the value of peer mentoring through the eye of primary teacher trainees. She found much in the literature to suggest that there are many benefits to peer mentoring and her own study revealed various themes coming through such as concern over transition to university, inability to instigate a suitable programme of peer mentoring, different perceptions between male and female students. She recommends that peer mentoring schemes should be introduced with care and detailed organisation, as part of the package of the programme that students follow. Also she suggests that the topic would benefit from further research and exploration.

**Vanessa Majer from Bishop Grosseteste University** examines a claim that writing strategies for dyslexic students are effective, possibly for everyone. In her research she trialled writing strategies with young people in a secondary school and discovered that the strategies impacted positively on all students, showing improvement in National Curriculum levels. She recommends a need to model strategies frequently until students use them autonomously and explains that strategies provide a scaffold to organise thinking and direct writing in a logical manner. Although the research took place in science, the strategies were applicable across the whole curriculum.

**Sarah Brownsword from the University of East Anglia** seeks to address primary trainee teachers' concerns regarding their feelings of low confidence in teaching children from Black, Asian and other minority ethnic backgrounds (BAME). In her study she used a Critical Race Theory framework and discovered that many of the trainee teachers showed little understanding of their own White privilege and had little understanding of children from BAME backgrounds. A way forward could be to embed training in race and diversity, led by teacher educators confident in this area, in order to challenge perceptions and encourage engagement and understanding.

**Clare Lawrence from Bishop Grosseteste University** considers the needs or attitudes of teachers who are autistic. 'Greg' (a pseudonym for Clare's research participant, a teacher who is autistic) and Clare co-constructed data through the lens of Greg's own role and also his understanding of the needs of autistic pupils. Clare suggests that further research in this area would be very beneficial and recommends that autistic teachers would have much to offer trainee teachers so that they might understand autistic pupils better. Her conclusion is that delivering autism through those with 'lived experience' would go some way towards reducing 'othering' of autistic individuals in education.

**Chloe-Rose Cutler, Andrea Mallaburn, David W. Putwain and Angela Daly from Liverpool John Moores University** explore the relationship of teachers' intelligence beliefs and classroom instruction, in particular teachers' use of intelligence language. They refer to Dweck's theory of intelligence, considering ideas of intelligence being fixed or malleable, and other ideas around things such as challenge. They then set out the intention of their study to understand teachers' belief-practice relationship in the classroom. Amongst their findings to date they have discovered the significance of personal beliefs about such things as student behaviour, and contextual factors, such as pre-determined target grades.

**Liz Zsargo and Jean Palmer from the University of Huddersfield** turn our attention to the consistency and accuracy of school-based mentors' assessment of trainee primary teachers in England. They explore some of the tensions involved in mentor assessment of trainees and conclude that mentor decision making, and a 'mentor assessment identity' should be theorised, based on mentors' previous and current experiences, contexts and beliefs. As a way forward, based on their investigation into this, they suggest that it would be a good idea to move away from grading and focus instead on strengths and areas for development for trainee teachers.

Our final paper for this issue is from **Lucy Kelly at the University of Bristol**. Lucy's paper is explicitly intended to be a thought piece on the potential positives and negatives for feminist writing on social media, particularly in regard to identity creation, and damage or not, to the self offered by the public nature of the forum. Written from the perspective of an English PGCE tutor, it also asks whether some social media can give teachers the space to be agents for change and how, in today's educational climate, we can look after teachers' health and, in turn, improve teacher retention and recruitment.

Alison Jackson  
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