

University of East London Institutional Repository: <http://roar.uel.ac.uk>

This paper is made available online in accordance with publisher policies. Please scroll down to view the document itself. Please refer to the repository record for this item and our policy information available from the repository home page for further information.

Author(s): Czerniawski, Gerry

Title: Editorial (Research in Secondary Teacher Education)

Year of publication: 2011

Citation: Czerniawski, G. (2011) 'Editorial', *Research in Secondary Teacher Education*, 1(1) pp.1-2.

Editorial

Welcome to this first issue of *Research in Secondary Teacher Education*. This biannual periodical offers a forum for informed debate and discussion on all aspects of secondary teacher education. The periodical, primarily, is a vehicle for members of the secondary team at the Cass School of Education to promote and publish their research. The term 'research' has been used in its broadest sense, to refer to any gathering of data, information and 'facts' designed to advance knowledge in secondary education. While nurturing and publicising the creative talent within this group of secondary teacher educators, the periodical seeks to stimulate, provoke and extend discussion and debate to other professionals within this sector of teacher education. In addition to the articles and book reviews from the secondary team, each issue of *Research in Secondary Teacher Education* will publish research findings, book reviews and/or opinion pieces from guest writers from other institutions associated with the Cass School of Education.

The Secondary Initial Teacher Training Research Group is a recent addition to the research profile of the Cass School of Education and was founded in 2006. Research activity is ongoing, with conference papers, journal articles and books forming a significant part of the work of this dynamic body of teacher educators. Members of the group have had papers presented at conferences both nationally and internationally including the British Education Research Association (BERA), the American Educational Research Association (AERA) and the European Educational Research Association (EERA). In addition to acting as a conduit for these research interests, a further aim for this group has been to provide a strong developmental focus in supporting early career researchers in their particular research areas.

We begin this first issue with **John Clarke's** article, 'Changes in the "beliefs" of pre-ITE maths students on a 24-week Subject Knowledge Enhancement Course'. John presents findings from a small-scale mixed methods study funded, in part, by a Learning Enhancement Opportunities (LEO) grant and which forms part of his PhD pilot study. John examines evidence indicating complex relationships between how students understand mathematics as a subject, their own experience of learning the subject at school and in higher education and the sort of teacher they want to become. A lack of understanding (highlighted by Ofsted in 2009) by many musical teachers of what it takes to make musical progress is explored by **Chris Dalladay** in work taken from research for his PhD. In 'The biography of music teachers and their understanding of musicality', Chris explores the formation of music teacher identities and asks 'what does it mean to be musical?' **Caroline Brennan** tackles the ethically complex area of morality and the internet. Young people are more socially connected than ever before through online social networks such as Facebook and Myspace. In her article Caroline explores the moral development issues raised when young people interact in cyberspace. **Gerry Czerniawski, Kathy Wright and Neil Herrington** report on the progress of an action research project designed to embed the Global Dimension into Secondary Initial Teacher Education at the Cass School of Education. Their article reports on the progress the project has made in its second year informed by an analysis of school-based partnership staff and trainee evaluations. Secondary English trainee teachers at the University of East London were asked by **Richard Quarshie** in October 2009 to represent their 'culture' in some way using four PowerPoint slides.

In his article Richard describes some of the presentations and discusses what is involved in the process of working out a personal cultural identity, relating this to the work that teachers do.

Our guest writer for this first issue is **Professor Meg Maguire** from King's College London. Meg's research is in the sociology of education, urban education and policy. She has a long-standing interest in the lives of teachers and has explored issues of class, race, gender and age in teachers' social and professional worlds. She is the lead editor of the *Journal of Education Policy* and has been a guest speaker at the Secondary Research Group's seminars held at the Cass School of Education. In her article Meg raises some questions and engages in some musings based on a consideration of the current proposals for reforming teacher education as outlined in the Schools White Paper (2010) entitled *The importance of teaching*.

This month's book reviews have been provided by **Caroline Brennan, Sarah Meredith** and **David Wells**. Our guest book reviewer is **Dilly McDermott**, an education consultant currently working with universities, hospitals and the Cass Business School. She is an external examiner for two employment-based ITT providers, and a Professional Coordinating Mentor in a partner school in Tower Hamlets. Dilly was previously Head of Programme at Goldsmiths College. She has been teaching for 44 years and is still learning all the time.

The first issue of this periodical introduces readers to some of the work carried out by our secondary teacher educators at a time of uncertainty and complexity in teacher education. The articles you are about to read provide instructive and stimulating insight into the research carried out at the Cass School of Education. In the coming issues we hope this periodical will raise questions and evoke critical engagement in further research and debate.

Gerry Czerniawski