

Editorial

Welcome to the eighth edition of the periodical. Since our last issue, a lot has continued to happen with education in England. A Government reshuffle saw the appointment of a new Secretary of State for Education, Nicky Morgan, and we look forward to understanding what this Department for Education (DfE) leadership change may mean in terms of future education policy developments. September has seen the launch of the new National Curriculum for teaching in all local authority maintained primary and secondary schools. This curriculum will arguably produce increased flexibility in what is taught and how it is taught in our classrooms. However, it also removes the current 'levels' approach to reporting attainment and progress. This offers the excitement and freedom of creating and adopting alternative progress measurement systems, tempered by the challenge to individual schools of making this happen with impact and success. Reforms to General Certificate of Secondary Education (GCSE) and Advanced (A)-level qualifications continue in abundance, with DfE consultations on proposed content change for various subjects having taken place over the summer, and further subject content consultations are planned for. The annual British Educational Research Association (BERA) conference has just celebrated its 40th anniversary – happy birthday BERA! In addition to this, the final report of the BERA–Royal Society of Arts (RSA) inquiry into the role of research in teacher education has been published, and has concluded that there is a lack of coherency in teacher research in the United Kingdom, and that teacher development is often insufficiently research-informed. A more cognisant profession is a more capable profession, so let us hope the report recommendations are given the consideration they require.

We begin this edition with an article from **Dr Imke von Bargaen**. Imke examines teacher education reform in North Rhine-Westphalia (Germany) by offering a historical perspective on teacher education in this region and identifies the challenges and opportunities that may accompany these reforms. **David Wells** explores the results of some broad research investigating east London (England) secondary schoolteacher colleagues' ability, technical knowledge and capacity in promoting the successful delivery of a focused cross-curricular information communication technology (ICT) programme for their pupils. In her paper, **Debbie Kilbride** investigates issues surrounding discrepancies in the identification and the definition of self-esteem and seeks to examine how increased pupil self-esteem leads to increased academic achievement. **Alison Baker** presents some results of her research involving her Postgraduate Certificate in Education (PGCE) teacher trainees, investigating issues of representation and diversity in picture books used in east London primary school classrooms.

Declan Hamblin's article examines assessment change necessitated by the new Physical Education National Curriculum in England which has been launched for first teaching in September 2014. **Tracie Trimmer-Platman** considers societal attitudes towards the role of the youth worker and examines the difficulties of defining this role within ever changing social landscapes. Our guest writer is **Professor Diane Mayer**, Pro Vice-Chancellor at Victoria University (Australia). Professor Mayer has more than 20 years of experience in leadership positions across a number of institutions including Deakin University (Melbourne, Australia), the University of California at Berkeley (USA) and the University of Queensland (Australia).

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Professor Mayer's research focuses on teacher education and beginning teaching. In her article Professor Mayer argues that professional standards for teaching, and authentic assessment against those standards, provide a framing for sustaining the professionalism of teacher education wherein teacher educators control the accountability agenda, assuring the profession, governments and the general public of the quality of the graduates they prepare.

Book reviews for this edition are provided by **Nasima Hassan** and **Fran Paffard** of the University of East London, **Adrian Copping** of the University of Cumbria and **Michele J. Burns**, Deputy Headteacher at the Sandon School in Essex, England. As always, we hope you enjoy reading the articles and book reviews presented in this issue. For our next edition we are delighted to announce **Professor Pat Sikes** as our guest author contributor.

David Wells