

Editorial

Welcome to this second issue of *Research in Secondary Teacher Education*. Both Caroline Brennan and I would like to thank all those who have contributed to this edition and we take great pleasure in the increased interest shown by colleagues in the publication of this periodical. We were particularly excited by the launch of the online version of RiSTE (<http://www.uel.ac.uk/riste/>) in May 2011 and we welcome on board **David Wells** as part of the editorial team who will be responsible for the development of this online version of the periodical.

Much has happened in the world of education since the launch of this periodical back in April of this year, with new initiatives effecting change across all formal education sectors in England including Secondary. The Coalition reached its first birthday in May with the knowledge that they had achieved one-quarter of their planned commitments, and with two new Education Departments their second year promises much more to come for teachers, teacher educators and researchers in the field. Funding and curriculum reform for schools, work-based learning, the White Paper for Higher Education, the review of the National Curriculum and the impact of the so-called 'English Baccalaureate' spell times of uncertainty and change for all those involved in the preparation and training of those involved in secondary education. But they also offer significant opportunities for those involved in researching education.

We begin this second issue with an article by **Elicia Lewis** exploring the potential of social bookmarking for the development of subject knowledge on Initial Teacher Education (ITE) courses. Elicia draws on work from a pilot project examining the potential of religious education (RE) teacher-led trials of a free web-based social bookmarking application.

Charles Golabek and **Linda Amrane-Cooper** offer an English perspective on the Liang study (2006) into educational contexts for schooling in science,

with a particular focus on the linkage between teachers' understanding of the Nature of Science (NoS) and their effectiveness as educators. Their three-year longitudinal study probes trainee teachers' perceptions of NoS exploring how these perceptions may be affected by the training experienced in both university and school placements. **Sarah Meredith** explores how trainee teachers in physical education (PE) can be supported in their use of information communication technology (ICT) during their school-based experiences. Rich with innovative examples and based on data collected within the context of a higher education institution (HEI) and school partnership, her study concludes that the potential of the use of ICT in PE has not been unlocked by the profession as yet. The fourth article in this issue, by **Simon Woodage**, reflects on a previous review of 'The Handling Data Cycle' (HDC), part of the statistics section of the National Curriculum programmes of study for mathematics. With reference to the priorities of different educational ideological groups, the article supports a continued emphasis on the HDC in the training of teachers, despite indications that it is becoming increasingly marginalised in the secondary mathematics curriculum. The final contribution from the secondary team is a collaborative effort between the School of Psychology and the Cass School of Education and Communities. This article, by **Joy Coogan** and **Neil Herrington**, offers an overview of the rationale for Q methodology in research and how to use it. It draws on the authors' experience of using Q in a variety of contexts, particularly work around mathematics education.

Our guest writer for this second issue is **Professor Graham Welch** from the University of London's Institute of Education. Graham holds the Institute of Education, University of London Established Chair of Music Education and is Head of the Department of Early Childhood and Primary Education.

RESEARCH IN SECONDARY TEACHER EDUCATION

Vol.1, No.2. October 2011.

He is President of the International Society for Music Education (ISME), elected Chair of the Society for Education, Music and Psychology Research (SEMPRE) and a member of the UK's Arts and Humanities Research Council (AHRC) Review College for Music. Current Visiting Professorships include the Universities of Queensland (Australia), Limerick (Eire) and Roehampton (UK). Publications number over two hundred and seventy and embrace musical development, music education, teacher education, the psychology of music, singing and voice science, as well as music in special education and disability. In his article Graham critically reflects on the review of the National Curriculum and the introduction of a so-called 'English Baccalaureate'.

This month's book reviews from the secondary team are provided by **Sheila Morrissey**, **Erica Cattle** and **Caroline Brennan**. Our guest book reviewer is **Daniel Lockwood**, Assistant Head Teacher at Hall Mead School in Havering, London. Daniel is responsible for performance management at the school and is experienced in the professional development of teachers, having worked with trainee teachers on PGCE, GTP and Teach First programmes. Daniel leads on in-service training (INSET) for staff within Hall Mead School and other schools within their Academy Partnership.

We hope that you enjoy the collection of articles in this second issue which introduce and highlight different perspectives on research within secondary teacher education. Both Caroline and I would welcome any suggestions you may have for future numbers of this periodical. As the popularity of *RiSTE* grows, we continue to attract internationally renowned guest writers who have links with the Cass School of Education and Communities and who, in very different ways, inspire, enlighten, provoke and academically challenge all those involved in education. It is with great pleasure then that we announce **Professor Stephen Ball** as our guest writer for the next (April 2012) edition of *RiSTE*.

Gerry Czerniawski