

## Editorial

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Welcome to our fourth edition of this periodical and the first under its new name *Research in Teacher Education*. This name change recognises the periodical's rapid expansion of its national and international audience since its inception in April 2011. The success of the print and online versions of the publication to date, coupled with significant changes taking place in teacher education, mean that we feel the time has come to draw on the wider expertise on offer from the Cass School of Education and Communities. In future editions we will draw on colleagues from within the primary, secondary and post-compulsory sectors of teacher education and continue to provoke, stimulate and extend discussions related to the training and education of all teachers.

Changes taking place in this and forthcoming issues include an expansion of the number of articles in each edition to include the contributions from doctoral students and the development of an international advisory board. We also welcome **Alison Baker** who joins the editorial team as our new book reviews editor. The online version of our periodical continues to thrive and expand in terms of readership. During July and August of this year, the periodical received almost 800 page views online and has attracted approximately 100 new visitors to the site. This is in addition to our already established "World Wide Web" audience. As well as ever increasing digital access from within the United Kingdom, the journal is developing an international presence. Interested readers from many European countries are visiting the website. People from as far away as the United States, Australia, Ghana, India, Pakistan, Israel and the Philippines are also reading and accessing the online journal's articles and book reviews. In addition to this promising international interest, a Wikipedia page has been established. Simply perform a web or Wikipedia search for "Research in Teacher Education" to find, view and read the periodical. Furthermore we are beginning to embrace the world of social media and have established a Twitter account for the journal.

If you are a Twitter user and wish to follow the journal for article updates and news then please consider following @UEL\_RITE.

We begin this fourth issue with an article by **David Morris** examining ICT and Educational Policy in the UK. David presents findings from empirical research he carried out for the British Educational Communications and Technology Agency (Becta) shortly prior to its demise in 2010. **Chris Dalladay** draws on some of his doctoral research and explores what secondary music teachers in England (specifically, east London) and student teachers on Initial Teacher Education (ITE) courses believe to be important competencies in the development of the young musician and how far this "translates" into practice in the classroom. In her first article for this periodical **Jean Murray** examines three specific areas of teacher education work, analysing how and why the practices and discourses of performativity have impacted disproportionately hard. Her particular focus is on teacher educators in England, working in a teacher education regime which now has few disciplinary foundations and often prioritises training rather than education for student teachers. **Andrew Read's** article explores good practice for pupils with English as an additional language. In Andrew's study points of congruence between student teacher responses and 'good practice' are identified. Where evidence of this congruence is lacking, implications for student teachers and for programme design are identified. **Elicia Lewis'** exploratory article focuses on Initial Teacher Education (ITE) and documents the author's attempt to locate and negotiate a hybrid space where a cohort of religious education (RE) student teachers' experiences can be mediated, and the gap between theory and practice reduced.

## RESEARCH IN TEACHER EDUCATION

Vol.2, No.2. October 2012.

A new regular feature of the periodical is the publication of some of our doctoral students' research findings. Our first offering comes from **Clara Rubiano** whose article discusses the 'case study approach' as a research strategy that may facilitate the process of knowledge construction towards teaching for social justice in Colombian teacher education. Clara considers the case study paradox as a way to engage teacher educators in searching for new ways of seeing and new forms of understanding the utopia of social justice in a country that struggles against adversity.

Our guest writer for this fourth issue is **Jim O'Brien**, Emeritus Professor of Leadership and Professional Learning at the Moray House School of Education, The University of Edinburgh. Jim is the Co-Managing Editor of the *Professional Development in Education* journal. His recent books include *Coaching and mentoring: developing teachers and leaders* (with Christine Forde), *The social agenda of the school* (with Gale MacLeod) (Dunedin, 2009) and *School leadership* (2nd edition) (with Danny Murphy and Janet Draper) (Dunedin, 2008). Jim has written numerous articles and book chapters on associated themes. His article for RiTE critically reflects on current developments in teacher education in Scotland.

This number's book reviews from the secondary team are provided by **Paul Betts**, **John Macklin**, and **Andrew Read**. Our guest book reviewer is **Paul Clifford**. Paul is currently the Digital Programmes Manager at the Museum of London, developing, delivering and evaluating innovative blended learning sessions for a range of different audiences including primary-aged school children, families and SEN clients. As always we hope that you enjoy the collection of articles in this issue of the periodical. It is with great pleasure then that we announce **Professor Ian Menter** as our guest writer for the next (April 2013) edition of *RiTE*.

*Gerry Czerniawski and David Wells*