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Editorial: The emerging Further Education Teacher Training (FETT) landscape

The Further Education (FE) and Lifelong Learning Sectors now have the beginnings of a new face to FE Teacher Training. The various guidelines for FETT from LSIS (Learning and Skills Improvement Services and soon to be no more) have been issued as has Phase 2 of the project funds, designed to support the introduction of the new framework and greater flexibility and economy in the delivery of the FETT programmes. After some debate, the FE Guild is to be renamed the Education and Training Foundation and various consultations are underway in determining the format and operational matters of the future Foundation. It will have a small secretariat and most of its work will be commissioned out. Let us hope that this commissioning will be with those who know the sector and can deliver with the sector rather than on the sector. Although the Institute for Learning (IfL) are to work with the Foundation it is not clear where they will be positioned in terms of the Qualified Teacher Learning and Skills (QTLS) status and its relationship to the Qualified Teacher Status (QTS) which is required in schools and recognised as equivalent to the QTLS, thus giving access to those teachers who have achieved QTLS and who wish to work in schools on an equivalent salary and position. Employers are to be expected to maintain standards; they are considered by government to understand the needs of the sector and the professional qualifications achieved by their teachers are to be left to them to determine. Whilst many employers are keen to ensure that all their teachers do become fully qualified, there is a concern that the position will return to what it was some 20 years ago with some employers demanding fully-qualified teachers but others being somewhat ambiguous, resulting in a variation in teacher qualification levels. The Education and Training Foundation may present fresh opportunities to renew and forge alliances that strengthen the status of the teachers and trainers across the sector. The Association for CETTs will certainly work towards this.

Our four papers for this edition provide a wide-ranging exploration into issues that impact on practitioners across the full range of the Lifelong Learning Sector. Burrows and Jiajin present us with a new dimension to the work of the Journal and considers a training programme for Chinese vocational practitioners led by British Teacher Educators, teaching through Chinese interpreters. Teacher education and training in China are outlined and an author case study provided. Global trends in vocational education have been considered, and reference made to the Chinese government's plans for reforming and developing education. Fenton's paper explores how conventional teaching and learning strategies can be employed in museum arts (including galleries and heritage sites) activities, and outlines the relationship between museum learning and its impact on individual and community wellbeing. The topic is discussed in relation to key philosophical and pedagogical practices within teaching and learning in this particular element of the Lifelong Learning Sector. Lebor's paper is a further exploration of the strategy for supporting trainee teachers on Certificate in Education (Cert Ed) and Postgraduate Certificate in Education (PGCE) courses in developing their ability to deal with disruptive student behaviour in their classes. The rationale for exploring this issue and the problematic national context in which disruptive student behaviour takes place is outlined. A strategy is offered for trainee support and peer reflection by sharing a case study of two trainees' classes where students were particularly disruptive. Finally Richardson's paper describes an Anthology Project for newly qualified teachers in the post-compulsory sector, designed to celebrate their achievements and to encourage the dissemination of their work via a printed and bound set of papers. The teachers worked in Further Education Colleges (FECs), Sixth Form Colleges, private training providers and Adult and Community Education (ACE) and had recently completed an in-service Initial Teacher Training (ITT) qualification. The

project supported their transition from trainee to fully qualified, recognised professional teacher by promoting the value of their scholarship and its impact on practice. A rationale is provided, exploring themes of good practice in Higher Education (HE) using concepts of student as producer and as change agent.

We welcome any comments about the work of the journal; please email them to d.robinson3@hud.ac.uk.

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