

Editorial: Changing The Face Of Further Education Teacher Training (FETT)?

So, after the publication of the final report from the Lingfield review panel (*Professionalism in Further Education*, DBIS: 2012), the report on the consultation on the proposed new teacher training framework (*Further Education and Skills In England, New Qualifications for Teachers and Trainers*, LSIS: October, 2012) and the initial stages of the forming of the FE Guild, where are we? Teacher Educators are still frustrating their institutional powers with no or little further information as to what is likely to be the position of their curriculum and the students on their courses for 2013. The Learning and Skills Improvement Service (LSIS), to be no more as from August 2013, has stated that the guidelines for the new teacher training framework will be available from the end of March, which is still very little time for any institution wanting to change the course before the next intake of students in 2013. Fortunately, the LSIS has assured us that we are not obliged to make these changes by September 2013 and we will be allowed a period of grace. Meanwhile, the Institute for Learning (IfL) no longer has a regulatory requirement to monitor the previous 30 hour Continuing Professional Development (CPD) stipulation and the last intake of candidates for the Qualified Teacher Learning and Skills (QTLS) award takes place this winter. It is not clear what will happen to this in the future. Many of the queries we may have are to be in the hands of the proposed FE Guild. This is now under development as an employer organisation which will determine professional standards and codes of behaviour, as well as developing qualifications. Proposals for the Guild's creation have effectively rendered the LSIS redundant, as services such as training, leadership and management - traditionally offered by the LSIS - are to fall within the remit of the Guild. The foundation of the Guild is being prepared by the Association of Colleges (AoC) in partnership with the Association of Employment and Learning Providers (AELP) but with the support of the IfL and others. FETT is still in turmoil; whether the latest proposals will lead to a cementing and further enhancement of professional teacher education is yet to be seen.

Our four papers for this edition provide a fascinating exploration into a range of topics that challenge the sector and Teacher Educators. Brooke's paper engages with the debate in which literacy is seen as a set of discrete, transferable skills, dependent upon cognitive development, and the notion of literacies which are bound to social practice, and adapting teaching practices which align these two perspectives; she presents strategies to help teachers. Lebor's paper presents us with two case studies of trainee teachers and the strategies used to tackle the prevalent concern of trainees – classroom behaviour management. Simmons and Walker's empirical research, based on a study of trainee teachers' and Teacher Educators' views of different forms of FETT offered by Higher Education Institutions (HEIs) and awarding bodies, reveals their perceptions of their 'relative value'. Beaumont and Compton's article considers how Information Learning Technology (ILT), and video in particular, can be used in Initial Teacher Training (ITT) to help develop candidates' ILT abilities as well as helping to provide a practical focus for developmental reflection.

Finally, we have Robin Simmons' book review of *Critical Pedagogy for Social Justice* by John Smyth, along with information regarding two new books that will be of interest to all Teacher Educators and practitioners: *Reflective Practice for Teaching in Lifelong Learning* by Ian Rushton and Martin Suter, and *Creative Teaching Approaches in the Lifelong Learning Sector* by Brendon and Josie Harvey.

We also welcome Dr Lisa Russell as our new Deputy Editor. Lisa is a Senior Research Fellow at the University of Huddersfield and has considerable experience as a researcher and author in the Lifelong Learning Sector (LLS).

Please note that this edition is available in e-version only at http://eprints.hud.ac.uk/journal_till

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A handwritten signature in black ink that reads "Denise Robinson". The signature is written in a cursive style and is followed by a long horizontal line.