

Editorial

Over the summer we awaited the Further Education Teacher Training (FETT) Review but this was overtaken by events including the debate over the role of the Institute for Learning (IfL). The CETTs support the need for Continuing Professional Development for teachers, tutors and trainers in the sector and IfL have an important part to play in this. We now await a report from the Department for Business Innovation and Skills on the role of professionalism; an independent commission has been established at the request of the FE minister, John Hayes, with the report expected in the New Year. It is hoped that the solid work that has been done over the last 12 years or so to establish a professional framework will not be dismantled or reduced to a 'tick-box' approach. The sector needs well-qualified professionals who can teach well and who can articulate their understanding as a professional, not merely as a technician of learning. The ability to offer high levels of analysis, which are developed on FETT, are valued by employers, including those in the Lifelong Learning Sector (LLS).

We have five papers, a report and a book review: all five papers are focused on FETT. Arthur's paper explores an activity (Shoebox) that has been used in many different training contexts in Initial Teacher Training (ITT) and other settings. Knill and Samuel's paper examines the role of audio-recording using digital voice recorders (DVRs) to support reflective practice in FETT, suggesting that use of the small, convenient and relatively low cost DVR technology has a place in learning to reflect. Noel examines how Teacher Educators in the FE sector are charged with ensuring that trainees understand and are able to apply learning theory. Rennie and Walker trace aspects of learners' journeys and the different pathways into ITT made available through a university and an Adult Education-based networking organisation in the LLS in England. Szytma and Bone's paper provides an overview of an eSkills programme and explains how it was embedded in FETT programmes.

Please note that this edition is available in both print and e-version (we will make an announcement in the near future with the URL for the journal) on an open access basis. As from Volume 4 (Spring, 2012), the journal will be electronic only. We are anticipating that there will be greater use of the journal; please let us know what you think of the provision and how you are using it and send in any papers that you think might be of interest to the sector (e.g. from project work or a Masters dissertation). This allows a wider dissemination of valuable work that is being undertaken across the sector, supporting development in the LLS.



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