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Editorial

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Editorial

As we await the FE Teacher Training (FETT) Review, undertaken as a result of lobbying of DBIS of the 'unintended consequences' of the implementation of the Browne Review, many are concerned about the future of FE teacher education and the impact of such a policy on teacher recruitment to FE. Some have already identified a crisis for the sector over the next few years. Hopefully, DBIS and ministers will hear the arguments being put to them and realise that FETT is very different to the 'traditional' undergraduate market; cutting funding will result in the loss from FE of highly skilled individuals with expertise that the sector (and the economy) needs to educate and develop the workforce. The majority of FE trainee teachers are in-service and often moving from a relatively well-paid job to teach in the FE sector. Barriers to entry are sometimes identified in the comparative pay and conditions of service that exist between FE and both the Schools and HE sectors; the imposition of an additional barrier in the form of burden of loan repayments will not help. The sector needs well-qualified teachers just as much as the Schools sector.

Three of the papers in this publication focus on mentoring. Shobrook addresses the issues of recognition and remission for mentors whilst Bailey and Schoch investigate the use of a mentoring model to support subject specialist development. The third paper by Lambert-Heggs considers the role of the mentor undertaking teaching observations and the problems that arise when failing a trainee. Rushton's paper, the third in a trilogy on the trainee teachers' changing perceptions of their learners, looks at differences between Cert. Ed, PGCE and agency trainee teachers. Finally, Gregson and Nixon's paper examines Skills for Life policy and concludes that its implementation has unintended consequences on practice.

Please note that we will be moving to providing the journal on an open access basis. Volume 3, No.2 (due in November 2011) will be available in both print and electronic versions. As from Volume 4, the journal will be available as an e-version only but with the facility to print. We anticipate that this will mean more trainee teachers, teachers, practitioners and novice researchers will be able to both read and contribute to the debates that will continue on and in the Lifelong Learning Sector. Our focus will remain on Initial Teacher Training and CPD for the sector but with scope for any wider discussion on issues that impact on the sector.



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