

Editorial: Revisiting Deregulation?

The Education and Training Foundation is now established and has already commissioned the review of the LLUK professional standards for teachers in the Further Education and Skills sector. Consultations are underway and we anticipate the final professional standards to appear in April 2014. The previous regulatory framework, which required teachers in FE colleges to achieve a relevant teaching qualification (and those who teach for publically-funded organisations were contractually required), has been removed. The concern expressed is will this result in a position not dissimilar to the one we experienced some 20 years ago, with variations across the sector in regard to teaching qualifications? Furthermore, whilst the recognition of the Qualified Teacher Learning and Skills (QTLS) status as equivalent to the compulsory schools sector QTS still stands, anecdotal accounts indicate that this is not recognised by some school managers. It will be interesting to see where this goes in the future.

Meanwhile the Education and Training Foundation has worked with the NCETM (National Centre for Excellence in the Teaching of Maths) to develop Maths Enhancement Programmes (MEPs); ACETT (Association of CETTs), through the regional CETTs, is organising the delivery of these courses and is also disseminating information about the grants for those practitioners undertaking Learners with Difficulties and Disabilities (LDD) Teacher Education courses. The recent announcements regarding enhanced bursaries for those pre-service trainees undertaking Maths or English is to be welcomed but only around 10% of trainees are pre-service. Perhaps it is better to focus on in-service and CPD frameworks to up-skill practitioners in these fields? We anticipate a new enhancement programme for English (similar to the MEP) will be ready for delivery for the autumn of 2014.

This edition has three papers. Billcliffe's paper on PTLLS students explores the opinions and ambitions of 29 self-selecting participants who participated in an online survey. The results show that recent trainee teachers seem to be optimistic for their future; 82% of the respondents have obtained some teaching experience since completing PTLLS. The survey found that only a small number of respondents had progressed to higher levels of teacher training since completing PTLLS, although a variety of future career plans were being made. We have a further paper from Lebor on behavioural management which considers strategies used by practitioners and the support they receive from their organisations. We welcome any responses to this and previous papers published in this journal. Finally Parfitt's paper is an opportunity to elaborate on the phenomenon of reputation with respect to FE colleges during the 1950s and 1960s. Narratives were gathered from former college staff members and archival evidence deployed to show that the reputation of FE colleges was far more firmly and widely established in this previous era than in subsequent decades. This shift is discussed in the light of significant challenges to the connectivity of colleges within local constituencies of student as producer and as change agent.

We welcome any comments about the work of the journal; email d.robinson3@hud.ac.uk. Please note: this edition is available in e-version only: http://eprints.hud.ac.uk/journal_till



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