

## From the Editor

### Mark Priestley (Editor)

University of Stirling

---

This is my last issue as Editor. My tenure has seen considerable changes to the journal, including the establishment of a website (regularly visited from around the world), and a new format for the paper-based journal. The website has been particularly welcome to many, providing an archive of past editions, available for free download. If you have not yet visited the site, it is found at <http://www.scotedreview.org.uk/>. Please take a look, and pass on the word to colleagues, students and those in the educational sectors with whom you work.

I am happy to say that my final edition is timely, containing some significant articles from key contributors to Scottish education. The first of these is by Walter Humes. Humes takes a critical look at emerging discourses and practices in the field of higher education in Scotland. He describes what he sees as the 'effects of corporate culture and competitive branding on the traditional values and purposes of higher education' – something he views as highly detrimental to intellectual rigour in the sector. He reserves particular criticism for tribalism, patronage and what he characterises as 'tame academics' with 'an inward-looking and defensive attitude', who avoid taking a public role in defending intellectual life.

The remainder of the edition has a loose theme of teacher professional learning, especially pertinent as we await the release of the forthcoming Donaldson Review of teacher education. Tara Fenwick offers a provocative opinion piece suggesting that the Chartered Teacher programme, while having undoubted strengths, is characterised by 'silences, structural gaps and timidity'. Fenwick suggests that the programme needs to become more 'bold, rude', and risky' if it is to unlock its potential.

An article by Ian Smith offers a thorough and articulate analysis of the challenges facing ITE in the 21<sup>st</sup> century. Smith suggests that:

the future development of ITE should be based upon a fuller partnership between universities and the teaching profession than currently exists, with a collaborative 'inquiry as stance' approach to the knowledge-practice relationship within teacher learning, and with collaborative models of ITE partnership replacing outdated duplication models.

Vivienne Baumfield and colleagues from the University of Glasgow take the reader in a new direction. Their paper, based upon empirical research around Curriculum for Excellence, takes a look at a number of teacher professional

learning themes relating to the development of the new curriculum. They examine the challenges faced by teachers working with looser than usual curricular frameworks, suggesting that 'those teachers who experienced fuller 'engagement' with the draft curriculum materials, through piloting them, tended to be more wholehearted in their disposition towards the new curriculum and its associated pedagogy, than those who had only been 'consulted'".

In the final paper relating to teacher professional learning, Jenny Reeves, Morag Redford and Irene McQueen examine the role of practitioner research in continuing professional development. Their article explores the relationship between established and habitual classroom practices and the social interruption provided by working on Chartered Teacher programmes. Their study found various benefits of practitioner research conducted through professional enquiry, but also noted a problematic 'disjunction between the way in which major projects are conceived and reported on CT programmes and what both the literature and the chartered teachers say about evidence of impact on pupils' learning'.

As ever, the issue contains Morag Redford's useful and thorough review of the workings of the Scottish Parliament's Education Lifelong Learning and Culture Committee, as well as a number of book reviews on: the social agenda of the school; the History of Holy Cross Academy, Edinburgh; Higher Education in the Arab Gulf States; and Knowledge and the Curriculum.

I conclude this brief editorial with some 'thank yous'. I wish to first thank Greg Mannion and Morag Redford for their support as Deputy Editors during my editorial tenure. I offer thanks to the various anonymous reviewers who willingly gave their time to contribute to making the journal a success over the last four years. Finally I acknowledge the support of the Editorial Board, in making my period as editor enjoyable and rewarding.

Mark Priestley  
October 2010