

From the Editor

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As with the May 2011 edition, I wish to begin with a further update on aspects of the editorial arrangements for the *Scottish Educational Review*. On taking up new roles elsewhere, Gari Donn will be standing down as Chair of the Editorial Board, although currently remaining as a Board member. While Gari's recent period as Chair has been a brief one, I would like to thank Gari for her work in this role, but more widely for her major contribution to the *Scottish Educational Review* over many years, including her earlier period as Editor and also as initial writer of *Education* in the Scottish Parliament. Mark Priestley will be replacing Gari as Chair of the Editorial Board. I am particularly grateful that Mark has agreed to undertake this role, and for the invaluable work he has completed as Business Editor in recent months. Mark will be replaced as Business Editor by Angela Cowan, and I am delighted to welcome Angela to the Board.

The first paper in this edition continues the practice of sustaining links between the *Scottish Educational Review* and the Scottish Educational Research Association (SERA) by publishing papers based on keynote addresses at recent SERA annual conferences. Becky Francis's paper is based on her 2010 keynote address. As the UK academic education research community prepares for Research Excellence Framework (REF) 2014, with its new emphasis on 'impact' as a key criterion in assessing research, Francis cautions against taking this 'narrow view of impact', as academics become 'game-players...adjusting to new rules'. Instead, she argues there is a wider 'moral imperative' on the academic education research community to increase the impact of its research on education policy and practice. Francis analyses explanations for the lack of impact of education research, especially in England, and identifies specific impediments to research engaging with policy and practice. She suggests some pragmatic approaches for the academic community to consider in 'research translation' for policy and practice. Although Francis suggests education research may have a greater impact on policy and practice in Scotland, her paper should stimulate thinking about research impact across all of the UK research community, and beyond.

The remaining four papers in this edition relate to the development of career long teacher education in Scotland after the publication in January 2011 of the Donaldson Report '*Teaching Scotland's Future: Report of a review of teacher education in Scotland*' for the Scottish Government. It should be noted that, while each of these papers makes brief reference to the McCormac Report '*Advancing Professionalism in Teaching: The Report of the Review of Teacher Employment in Scotland*', also published for the Scottish Government in 2011, this latter Report appeared too late

in the final writing of the papers to be given any fuller consideration. The papers focus on evaluating the Donaldson Report and its potential implications.

Ian Smith presents an overall evaluation of the Donaldson Report from the perspective of an earlier paper written for the Scottish Educational Review (November 2010, 42[2]) in anticipation of the Report's publication. Positively, Smith concludes that the Donaldson Report demonstrates greater depth and breadth than previous national reviews of teacher education. However, he argues that the Report does not yet secure the fullest basis for on-going innovation in Scottish teacher education. He suggests that attitudinal and resource issues need to be addressed more directly if fully collaborative partnership on teacher education is to be achieved. He has a particular concern that creative possibilities for innovation in initial teacher education (ITE) may actually be narrowed by any prescriptive move to a single model of primary undergraduate provision. He suggests that opportunities have been 'missed' to achieve the fullest connection between innovation in ITE and the continuum into continuing professional development (CPD). Smith concludes that significant work remains for stakeholders within the governance of Scottish teacher education, if they are to secure long-term creative innovation.

Joan Forbes and Elspeth McCartney analyse the Donaldson Report in detail from the perspectives of theoretical writing and recent children's sector policies, both within Scotland and internationally, which stress the crucial importance of inter/professional collaboration. When examined within the conceptual framework of modes of knowledge and capitals theory, Forbes and McCartney argue the Report conceptualises inter/professional co-working in a limited way which does not connect to wider children's sector policies. They suggest the Report risks teacher education policy in Scotland 'becoming mobilised around the notion of mono-professional education'. Instead, they call for 'research-informed policy proposals....that (re)connect teachers' knowledge, skills and identities with those of other children's sector practitioners, and with the underpinning inclusive values of Scottish schooling'. Specifically, Forbes and McCartney conclude that those involved in the post-Donaldson implementation National Partnership Group and its sub-groups must 're-form teacher education within a programme of "joined-up" initial professional preparation for the wider children's sector workforce'.

Christine Forde, Margery McMahan and Beth Dickson focus specifically on leadership development for the Scottish school teaching profession. They note the Donaldson Report makes a number of specific recommendations relating to leadership development, and the National Partnership Group which is addressing the Report's recommendations has a particular sub-group considering leadership. However, Forde, McMahan and Dickson approach Donaldson from the broader perspective of what could be 'next practice' in leadership, i.e. a set of issues to build on and improve current practice. They contextualise leadership within a comparative, international analysis of research literature and educational policy. They consider the construction of a leadership continuum and the model of professional learning for leadership development. In particular, they emphasise leadership must be closely connected to learning, and 'leadership for learning rests on expertise in pedagogy'. Forde, McMahan and Dickson conclude the Donaldson Report contains the potential to address leadership development across the teaching career, but

this must be based on the 'educative dimensions' of leadership for learning based on 'expertise in pedagogy', and not on a narrow view of leadership as 'the exercise of power and influence'.

Moira Hulme and Ian Menter approach the Donaldson Report through a detailed comparative textual analysis with the English Schools White Paper *'The Importance of Teaching'*. Hulme and Menter carefully outline their methodological approach, including reference to the 'genre chain' of 'semi-official texts' associated with the main documents, and explanation of their use of critical discourse analysis and corpus linguistic techniques. Using such techniques, they explore the extent to which policy formation in the two documents is premised on 'different forms of deliberation, different models of professionalism and different visions of a socially just system'. Hulme and Menter detect 'a marked influence' of 'neo-liberal political rationality' in the English White Paper, and the 'significant omissions' of 'The value of university-based teacher education and the professional knowledge base of teacher education'. In contrast, they suggest the Donaldson Report avoids the 'discourses of derision' and 'distrust' towards teacher education which are found in England, and presents the development of teacher education positively as a collaborative partnership with key stakeholders, including the universities. Hulme and Menter conclude comparison of the Donaldson Review with the English White Paper indicates there are significant divergences between the development of national policy on teacher education in Scotland and England, with different conceptions of teachers, teaching and teacher education, and in overall social philosophy. In particular, they suggest the English White paper 'underplays the complexity of teaching' and 'lacks an understanding of the social'.

The current process of post-Donaldson implementation, led by the National Partnership Group and its various sub-groups, is likely to be challenging and complex. Many difficult issues have to be addressed, and many different perspectives considered. It is hoped that the four Donaldson-related papers in this edition provide useful contributions to this process.

As continuing features, the edition contains Morag Redford's careful review of the activities of the Scottish Parliament's Education and Culture Committee, as the fourth session of the Parliament (2011-2016) commenced on 1st June 2011, as well as a number of book reviews on: Working in Higher Education; Primary English; The Development of Reading in Children.

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