

Editorial

Welcome to edition 1 of this 3rd volume of *Educationalutures*, the Journal of the British Education Studies Association. This is a time of trepidation for many of us involved in Higher Education in England. The financial pressures to be imposed upon future students has been clear for many months and currently HE institutions are considering the potential effects of losing HEFCE funding for all but stem subjects. Very little has been highlighted in the media of how the growing divide between the 'older' Russell universities and the post 92 universities is set to be accentuated as the Browne proposals are interpreted and implemented by the still relatively new coalition government. Any proposed cuts in undergraduate funding are expected to impact upon the Russell group far less than the newer more teaching focused institutions. The proposed changes to teacher training, what many of us used to think of teacher education, have the potential to decimate a number of smaller HE providers. Thus, once again, what is in effect a right wing government is protecting the position of the more privileged whilst justifying 'fair' cuts that are to be borne more by the poorer majority. It is essential that critical analysis of education policy, such as that provided by Education Studies, continues to be heard in such times. It is through our journals and conferences that academics and students can raise issues and injustices. These avenues provide a forum for debate and a means of promoting more democratic and socially just alternatives.

The first four papers for this edition of the journal have been developed from the last BESA annual conference in June 2010 at Bangor University. This was a stimulating event held in beautiful surroundings. Conference evaluations have supported the view of the BESA executive that this was a thoroughly enjoyable and rewarding experience. We are, of course, now beginning to look forward to our next conference which will be hosted by Manchester Metropolitan University.

When listening to our national politicians it is easy to forget that Wales and Scotland have their own education systems with different policies and agendas. Wales in particular has undergone significant change in teacher education since the Furlong Report (2006). English politicians often seem particularly blind to the experiences of the Welsh and Scots. It is appropriate, therefore, that under the Bangor conference title of 'Education at the Margins' the first two papers in this edition by Russell Deacon and Jessica Clapham clearly reflect Welsh concerns. We then move on to consider with Patrick Ainley issues of modern youth and what has been termed 'the lost generation', teachers' views and approaches to the implementation of inclusive education practices in schools with Alan Hodkinson and Chandrika Devarakonda and finally the development of communities of practice in FE as analysed by Jill Fernie-Clarke and Barbara Thomas. Thus, as in previous editions, we present a range of papers representing current issues, developments and concerns from within the broad field of education.

As universities in Wales seek to demonstrate the extent of their internationalisation, 'student mobility' or 'study abroad' programmes have become increasingly relevant. However, Deacon notes that in Wales there is a stark divide between the pre and post 1992 institutions participating in the ERASMUS programme. Through a case study on the Humanities Department of the University of Wales Institute, Cardiff, Deakin examines the reasons why post 1992 institutions and their students in Wales do not engage fully with ERASMUS to the same extent of the pre-1992 universities.

The survival, development and promotion of the Welsh language is a major issue throughout Wales and in our second article Clapham reports on an analysis of trainee teachers' use of code-switching in the bilingual secondary classroom. Her study is an examination of the attitudes to the use of Welsh and English and the classroom practice of two bilingual Welsh/English trainee teachers in secondary schools in North Wales where the language of the schools is predominantly Welsh. Both of these papers make clear the struggle to maintain the rich cultural Welsh heritage whilst also being relevant and adaptable enough for the modern global world.

Ainley draws on his recent book to question whether young people today really are a 'lost generation' as they have been called by the media. He suggests that, rather than being 'lost,' they are actually 'stuck'. He portrays them as 'anxious to enter employment, repay debts and move on with their lives, they are a generation all dressed up but with nowhere to go'. Ainley suggests that many young people will begin to see education as losing its legitimacy as an agent for moving them forward into the world of work. In this paper Ainley aims to contribute to the debate on how best to confront this problem.

In our fourth paper, Hodkinson and Devarakonda investigate how teachers defined and operationalised inclusive education in their schools. They suggest that although many teachers had struggled to understand and implement inclusion they had tried very hard to make this initiative work for them, their pupils and their schools. Hodkinson and Devarakonda found that inclusion was most successful in schools where the ethos was supportive of inclusion and levels of staff training were high.

The final article in this edition was developed from a paper delivered at a research informed teaching conference entitled 'Delivering participation engagement and enquiry' at Staffordshire University in July 2010. Fernie-Clarke and Thomas describe and explore the development of the North West Network of the Higher Education Academy's Art, Design & Media Subject Centre(ADM-HEA). The network provides opportunities for staff working at different levels, in different areas of the sector, to work together, to share good practice and to feed these experiences into teaching. The aim is to create a model of co-operation which circumvents the problems posed by increasing competition between institutions. Fernie-Clarke and Thomas outline the means by which the group has been sustained, the network's research has been

achieved and the ethos of the group developed. They demonstrate that it is possible to provide opportunities for staff working at different levels, in different areas of the sector, to work together to undertake research and to share good practice.

The editorial team trust that you, the readership, coming from a range of backgrounds but with a common interest in Education Studies, find the papers presented in this volume as stimulating as we have.

Best wishes

The Editorial Board: Steve Bartlett, Sue Warren, Chris Wakeman, Alan Hodkinson.

References

Furlong, J. Hagger, H. Burcher, C. and Howson, J. (2006) Review of Initial Teacher Training Provision in Wales. National Assembly for Wales (The Furlong Report)