

Editorial

Welcome to Volume 9.2 of *Educationalfutures*. This is my fourth edition as Editor and the biggest one yet. I have tried to get this edition out to pick up papers from the previous annual conference which this year was our 14th and conducted in the stifling heat of a Bolton summer - one of the hottest weeks I can remember! That seems a long time ago as I write this watching snow fall over the Pennines. Our growth has continued and this edition has four really excellent papers and which I think for the first time all originate from previous conferences.

As always, I am indebted to the BESA support team and the reviewers of the articles published here for their professional dedication in not just reviewing but guiding and advising authors in a constructive and thorough manner to ensure articles of the highest quality are published. This year we have had more submissions than ever and been quite selective. The efforts of the reviewers have also left us with some excellent articles in progress for the next edition. As we move forward, we have been investigating adding *EducationalFutures* to the Directory of Open Access Journals (DOAJ) to increase the profile and citations. This should be finalised before the June edition. Our sister publication for undergraduates and early career researcher Transformations, made a long-awaited re-appearance for the conference too with some great articles – a fantastic effort by Editor Sarah Evans and her team of reviewers.

Our first article which caused a lot of excitement at the conference in June is by Judith McCullouch of Winchester University and looks at the education of children of military families, an under reported area clearly worthy of investigation. Judith reports on the way children of military families form a clear identity and even when in mainstream education can see themselves apart from the other children. This article has done some really in-depth research with the children and her findings show just how resilient can be when they are seen apart from the mainstream.

The second article is my own and looks at a staff development project I ran to try and encourage university teachers delivering Education Studies programmes to begin researching. This follows their journey as non-researching teachers as they develop their first research. The programme was quite experimental, and I used an

experimental investigative approach by adapting Scharmer's Theory U which seems to have worked well and produced some really interesting insights into why some University staff see themselves as teachers and apart from researchers and identifies approaches which may help overcome this.

Our third article is by Amanda Turner from the University of Bolton and looks at the way the unexpected experiences of trainee Further Education teachers can be harnessed and turned into learning experiences – incidental learning. Amanda does an in-depth longitudinal study to explore a group of trainee teacher experiences as they go on placement. As often happens the trainees come up against unexpected challenges and have to find ways to overcome them. Amanda uses her research to develop a framework for incidental learning to help these unforeseen incidents become valuable learning experiences which helps to shape their professional identity as FE teachers.

Our final article is by Lisa Bartleton of the University of Wolverhampton and we return to Further Education to look at the development of teachers through Continuing Professional Development (CPD) programmes. Lisa explores the views of teachers in a Further Education college by researching staff and management views. She finds managers recognise the benefits of CPD but management do not really think the staff see the benefits. A misalignment of the purpose of CPD may be the reason for this as managers appear to think that CPD should be contributing to attainment targets while staff want to be better at teaching. It is interesting to note the management view that if it doesn't directly help to achieve corporate targets then is perhaps isn't working while the teachers certainly find some aspects of CPD useful anyway.

Our book reviews are by two of *EducationalFutures* most thorough reviewers and most ardent supporters, Tom Feldges and Stephen Ward. Tom reviews Allen and Goddard's *Education and Philosophy – An Introduction* and outlines an interesting if rather depressing read due to its singular perspective on educational philosophy. Stephen reviews Policy Transfer and Educational Change by David Scott, Mayumi Terano, Roger Slee, Chris Husbands and Raphael Wilkins. This book looks at the adoption of western educational policy by developing countries and focusses on India. This is a coming area for research and Stephen outlines the book in his usual succinct

manner suggesting this might be more for the postgraduate market due to the nature of it's reporting of educational policy successes in developing countries.

Overall as *Educationalfutures* and Transformations build on our success please consider us as both a source and destination for articles and recommend us to your students. I am always happy to advise practitioners how they might develop assessments using our journals and please don't hesitate to contact me if you feel I can help. I hope you enjoy this edition as much as I have enjoyed editing it and look forward to seeing your future articles and perhaps even meeting you at a future BESA conference.

Joe Gazdula

Editor