

## Letter from the Editor

Welcome to this the first issue of *Teaching in Lifelong Learning: a journal to inform and improve practice*. You may be asking the question: why a new journal when we have so many about teaching and learning. The answer is, quite simply, that this fills a gap that exists in that there are no journals that are specifically targeted at Initial Teacher Education (ITE) and Continuing Professional Development (CPD) in the Lifelong Learning Sector (LLS). We also intend to attract more LLS practitioners to contribute. Some of them are involved in action research or undertaking Masters but do not have the opportunity to see their work get to the publication stage and, thus, the knowledge from their work fails to reach the wider community.

It is appropriate that the first issue appears at a time when we are about to see the first cohort of trainees achieve their ITE qualifications under the LLUK framework and regulations. These trainees will be then be the first to progress through the 'Professional Formation' as a pre-requisite to the achievement of the 'Qualified to Teach in the Lifelong Sector'. Subsequently, they will continue, along with their colleagues across the LLS, to maintain their 'licence to practise' through their 30 hour per annum CPD. We know from the work of the Centres for Excellence in Teacher Training (CETTs) that there is some concern as to how this is to work in practice; practitioners are coming to terms with the consequences of ensuring that the 30 hours CPD not only takes place but that it is meaningful and is genuine engagement with professional development.

This journal is supported by all the CETTs and most have contributed to this issue. They are all represented on the editorial board and thus participate in the peer reviewing of the papers. This represents a range of experience and expertise that is accruing from the projects and research activities that all CETTs are undertaking. However, we welcome contributions from other authors in the sector who wish to enter the debate.

The scope of papers is testimony to the array of topics with which the sector is dealing: teacher education as a whole sector approach; the changing profile of in-service trainees; prison education and the need for context-specific provision; mentoring; learning technology and its impact; and one person's journey into teacher education. Finally, we have a limited number of short reports of 'work-in-progress'; some of these could well appear as papers at a later stage.

We would welcome responses to any of the papers; the dialogue that takes place in teacher education and CPD communities can now incorporated into this, a journal by and for these communities.

Denise Robinson  
Editor  
HUDCETT Director

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