Editorial

Frank Coffield (2014), in the book *Beyond Bulimic Learning: Improving Teaching in Further Education*, observed that teaching, learning, and assessment are '*messy*', '*unpredictable*' (p. 113), complex and ambiguous. As a researcher, teacher, and Teacher Educator, I like Coffield's statement as it invites us to research and find out more about what Schön (1983) described as the '*swampy lowlands*' (p. 42) of professional practice, making visible for others what we discover, and helping us develop a more elaborate understanding of teaching, learning, and assessment. This edition of *Teaching in Lifelong Learning* seeks to do just that and, as usual, we have a diverse range of articles that reflect the sector. This edition has four papers and a review of Merv Lebor's new book: *Classroom Behaviour Management in the Post-School Sector – Student and Teacher Perspectives on the Battle Against Being Educated*.

One paper is from Nigeria – Obilade and Akpomuje's 'position paper', as they describe it, focuses on the role of workplace learning in addressing skills gaps in Nigerian banking, making seven recommendations for Lifelong Learning – 'formal, non-formal, and informal' – within this economically important sector. The other three are from England. Tait describes herself as a 'New Teacher Educator' and her case study focuses on a collaborative enquiry between herself and Initial Teacher Education trainees, in which they explored and shared their own shifting identities as they became a Teacher Educator and teachers. Tait's paper adds to existing research on the professional identities of FE-based Teacher Educators by Noel (2006), Thurston (2010), Crawley (2014), Eliahoo (2014), Springbett (2015), and Powell (2016), and on their trainees by Orr (2009), Rushton (2014) and Olukoga

(2015). Kerr's paper is concerned with her own experiences as a teacher working in a community-based learning setting. She asks important questions about what courses are being offered, where they are offered, and the expectations of tutors and their students. This paper will be of particular interest to those in community-based learning and of general interest to all teachers and trainers. The final paper is by Aisbitt. A self-study, it concerns itself with how he has developed The Synonym Method© for his GCSE English Language Studies and, in the process, unpacked and de-privatised his own classroom practice. At a time when GCSE English re-sits are very much in the news, it is good to read a paper by someone who is developing strategies for the students who are required to do the re-sits. Each of these papers adds '*another brick*' (Wellington, 2000: p.137), or more bricks, to the wall of FE-based research and what we know about practice in the sector.

The final piece of writing in this edition is Andy Armitage's review of Merv Lebor's new book on classroom management. Readers of this journal will know that Lebor has contributed papers to it in the past and these papers form the basis for the book. Until July 2014, Andy Armitage was Head of Post-Compulsory Education and Training at Canterbury Christ Church University and an Ofsted FE Initial Teacher Education lead inspector and he provides an insightful review of Lebor's book.

Finally, I would like to thank Dr Lisa Russell, who edits the journal with me, the reviewers who give freely of their time to review the papers, and without whom there would be no papers, and to Becky Gregson-Flynn and Becky Ashwell who proof read the papers and get the journal ready for publication.

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