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Editorial

Welcome to the second edition of *Innovations in Practice*. In this edition we again have a wide range of papers reflecting the journal's attempts to encourage people to publish on aspects of professional practice, case studies, discussion papers and research informed teaching.

This edition of the journal starts with a paper by Sarah Nixon and Caitlin Walker which provides an overview of 'modelling' the Sport Development programme through the use of metaphors. The paper describes the process the team have gone through to map the programme out and is a useful discussion paper for any course team to consider.

Another submission which focuses upon course development and the impact it can have on students is the paper by Keith Mullin, Jim Turner and Carol Maynard. In this paper they discuss how in 2007 the Postgraduate Certificate in Teaching and Learning in Higher Education underwent a major review which included mapping the LJMU aims and outcomes to the United Kingdom's Professional Standards Framework that had been published in February 2006. They go on to outline the impact these changes had on one participant and how this experience has provided a framework for on-going interrogation of his teaching within the wider higher education context.

Our final paper related to programme development and enhancement by Ian Beattie examines what he describes as the key ingredients for successful work related learning. In his paper Ian examines how he strives to build a holistic curriculum which seeks to provide 'connectivity' for both students and partners alike.

In this edition we also have a paper by Sarah Nixon, Carol Maynard and Philip Vickerman which examines 'the serious business of teaching' and

how to develop policies and practices for 'powerful learning' which meet the needs of learners. This reflective paper provides an interesting insight into a small group of staff's experiences of working with an external consultant how to 'teach at your best'.

Following on from these papers we have two submissions addressing varying aspects of Physical Education. The first is by Nicky Hepworth in which she explores the potential of a proposed learning community's model to support high quality Physical Education initial teacher training and continuing professional development. Through a case study approach Nicky sets out to explain how a strategy has been implemented that focuses on secondary Physical Education within the context of a university and school initial teacher training partnership and what we can learn from this process.

Our second paper on the topic of Physical Education is provided by Julie Money and colleagues. In this submission Julie describes the context of a continuing professional development developed in conjunction with Manchester Local Authority that has changed the way in which gymnastics was taught. This paper provides an interesting insight into the challenges of meeting the professional development needs of teachers and offers a useful insight into the impact it had on student learning.

Following on from the Physical Education themes are two papers submitted by Simon Roberts. Both will have wide popularity to anyone engaged in learning and teaching and provide stimulating thoughts for your practice. The first paper examines the use of Pod casting feedback to students and its effectiveness in providing feedback to students. In his second paper Simon examines the role and nature of Model Based Instruction

and discusses how Instructional Models such as Sport Education and Tactical Games Concepts have become embedded in the pedagogic delivery of coach education programmes. The paper then goes on to examine how learning 'how to coach' principles reaffirm a view currently held by coaching scholars that current coach education discourse and Physical Education discourse actually contain more similarities than differences.

Our final theme within this edition offers an opportunity to examine two broad issues which will help you reflect upon varying aspects of your personal and professional practice. The first by Manny Emslie argues for making Space for Somatic Practice in Higher Education. Manny goes on to note that it is heartening to acknowledge that in recent years somatic practice has been given a rightful place in the curriculum of a number of undergraduate dance courses. Finally in the paper Manny who is an advocate and facilitator of somatic addresses the significance of its inclusion, especially with regards to its value of nurturing dance technique, creative play and personal artistry in performance.

Our second theme from Lizzie Smears addresses what she describes as 'the space in between us', and asks the question what of the 'personal' infiltrates the 'professional'? In other words Lizzie in her paper seeks to examine how academics locate their sense of self within the learning environment in which they work and this is question that is explored in terms of what impact personal embodied experiences have upon the way in which we present ourselves professionally.

I do hope you find these articles of interest and look forward to receiving more submissions. It is only through your submissions that this journal is kept alive whilst offering stimulating debate across a range of pedagogical and subject related matters.

Philip Vickerman

Editor, *Innovations in Practice*