

# Editorial

Gerry Czerniawski

We begin with an article from **Jenny Robson** in which she analyses the status of children's rights in the standards for Early Years Teachers (EYTs) introduced in 2013 in England. Informed by the findings



from research in sites of early years practice, she suggests possibilities for a critical dialogue that repositions the United Nations Convention on the Rights of the Child (UNCRC) as a visible and explicit framework of reference for EYTs' work with young children.

**Graham Robertson** reflects upon the educational writings and teaching experiences of the 19th-Century Russian novelist Leo Tolstoy. Some may wonder at the relevance of Tolstoy's experience of teaching and his thoughts on education nowadays. Yet the author argues that Tolstoy's writings on education have much to contribute to our present-day understanding of the learning process and cover such issues as, 'learner autonomy', 'motivation', 'relationship' and 'student voice'.

In England, inclusion has once again become a much-discussed topic following the publication of the 2015 Special Educational Needs and Disabilities (SEND) Code of Practice. There have been successes and improvements in inclusion since the Warnock Committee first published its findings on special educational needs in 1978, but many argue that these improvements are not enough. In her article **Lara Conner** examines the impact of two of the most important documents in the history of SEND, the 1978 Warnock

Report and the 1994 Salamanca Statement. Lara examines the concept of inclusion in England – how it is defined by a variety of perspectives, and how the reality of inclusion differs from the ideal.

**Ruksana Mohammed** examines the concept of critical incident analysis through a teaching situation, with the aim of improving the teaching practice of students on teacher education programmes. The author concludes that although critical incident analysis is a useful tool in navigating teaching practices, often challenges need to be addressed at much broader levels than the teaching context itself.

*RiTE* welcomes submissions from other countries and in this edition **Isa Deveci's** Finnish study used a phenomenological research design to determine the difficulties faced in her science-based entrepreneur project development process for pre-service science teachers. Her qualitative data were obtained through interviews conducted with ten pre-service science teachers. The results indicated that pre-service science teachers have difficulty translating into practice the concepts of 'entrepreneurship' and 'economy' because they have little or no experience of the education processes related to entrepreneurship. **Rose White** and **Fran Paffard**, in their article, summarise the explorations of two Initial Teacher Education (ITE) lecturers looking particularly at Muslim families' sense of belonging as they encounter the British education system. In a world where xenophobia currently fuels rigid and stereotypical views of cultures in general and Muslim

cultures in particular, it is important that the complexity of families' identities and relationships to the existing systems is seen, heard and appreciated. Their study draws on Garcia's (2009, Alstad, 2013) view of monoglossic and heteroglossic settings, and on Cremin's (2015) proposition of the super-diversity of inner-city experiences. Their preliminary findings suggest that existing paradigms for discussing identity fail to capture increasingly complex and super-diverse realities.

Our guest writer is **Professor Simone White**, Chair of Teacher Education in the Faculty of Education at Monash University, Australia, and currently the President of the Australian Teacher Education Association (ATEA). Simone's research, teaching and engagement are focused on the key question of how to best prepare teachers and leaders for diverse communities. Her current research areas focus on teacher education research and policy; teacher educators and professional experience; and building and sustaining university-school/community partnerships. In her article she examines policy-research tensions and the critique of teacher education researchers and then outlines some of the key findings from an Australian policy-maker study. Recommendations are offered as a way for teacher education researchers to begin to mobilise a new set of generative strategies to draw from. This number's book reviews are provided by **Gurmit Uppal**, **Warren Kidd** and **Rebecca Bannocks**.

As always we hope that you enjoy the collection of articles in this issue of the periodical.