

# Editorial

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We begin this issue with an article from **Hanne Tack** and **Ruben Vanderlinde** who explore a Flemish intervention designed to support teacher educators' professional development in general, and

teacher educators' role as researchers in particular. Their findings suggest positive changes in teacher educators' practice and professional development; and show the potential of individual practitioner

research to the broader knowledge base on teacher education.

**Haverjee and Hassan's** article explores British values in the context of the new requirement for UK schools to actively promote the following specific 'fundamental British values': democracy, rule of law, individual liberty and respect and tolerance of those of different faiths and those without faith. Their findings illustrate that a lack of clear school-based leadership, the complexities of personal politics and an absence of training that embeds British values securely into the curriculum are all factors that should be addressed in order to deliver on this government directive. **Jonathan Mann** whose action research explores the extent to which Feedback Studio, an online programme created by Turnitin (2016; formerly iParadigm), enables students to improve their academic writing, and how he and his colleagues can change their practices as part of that enabling process. Drawing on the work of Paulo Freire and Carol Dweck, **Ruhul Sharma** presents a critically

reflective account examining some of the challenges faced when teaching poetry to pupils in a secondary school in London.

**Zarina Waheed, Safia Wazir** and **Sadia Rasheed's** descriptive survey study identifies the background characteristics of entrant teachers from pre-service teacher education institutions in Baluchistan, Pakistan. Their findings reveal that most of their entrant teachers are both intrinsically and extrinsically motivated towards the teaching profession. However, motivation of entrant teachers varies as their background characteristics vary. The authors argue that these variations need to be considered as key factors in teacher education programmes, specifically at the time of entrance. In her article, **Fatuma Farah** provides background knowledge on the procedure that is known as female genital mutilation/cutting (FGM/C), and sometimes referred to as female circumcision. This practice has been illegal in the UK since 1985 and is now deemed a form of child abuse. Her purpose in writing this article is to focus on the impact that education can have on the eradication of FGM.

In each edition of Research in Teacher Education we invite high profile international guest authors to contribute to this publication. However in this edition we have not one but three guests writing about teacher education in Canada. **Professor Clare Kosnik** is Director of the Dr. Eric Jackman Institute of Child Study at the Ontario Institute for Studies in Education, University of Toronto (OISE/UT). **Lydia Menna** is an Assistant

Professor of Language and Literacy in the Department of Elementary Education at the University of Alberta. Her research interests are in the areas of teacher education, multiliteracies, critical literacy, and teacher identity construction. **Pooja Dharamshi** is an Assistant Professor of Teacher Education in the Faculty of Education at Simon Fraser University. Her research interests are in the areas of critical literacy and teacher education. In their article the authors report on a study they have been conducting into the backgrounds, visions and practices of Literacy/English teacher educators in Canada, the United States, England and Australia.

This number's book reviews are provided by **Julie Gariazzo, Diane Dennis** and **Athina Tempriou**.

As always we hope that you enjoy the collection of articles in this issue of the periodical. It is with great pleasure then that we announce **Professor Louise Archer** as our guest writer for the next (May 2017) edition of *RiTE*.