

Editorial

Gerry Czerniawski

We begin this issue of R/TE with an article from **Paulet Brown-Wilsher** and **Ifeoma Dan-Ogosi** that discusses a model for coaching doctoral students to enhance their well-being by providing personalized guidance to improve emotional, social and academic skills. The model aims to help students and supervisors collaboratively navigate challenges, set meaningful goals and develop strategies for sustained success, thereby reducing the risk of students not completing their studies.

Daniel J Ayres and **Jenny Bosworth** examine the disparity between male and female student teachers in UK PGCE teacher training programmes, noting that significantly fewer men enrol in primary initial teacher education (ITE) courses, with the number of male trainees decreasing over the past five years. Their paper explores perceptions and experiences of male primary student teachers and evaluates intervention measures by two ITE providers aimed at improving male completion rates, advocating for ongoing support and structured opportunities for discussion and research.

Steven McNichol explores the impact of role-play within ITE programmes, with a focus on how this can develop the confidence of trainee teachers to manage low-level disruption in the classroom. His research evaluated

the potential of using role-play activities to improve the confidence of primary-phase trainee teachers to manage common low-level disruptive behaviours exhibited by pupils in the classroom during initial teacher training (ITT).

Conceptually, silence has been widely accepted as an inherently useful tool. In instances of public speaking, it can be used to build anticipation, emphasise a particular point and even to enhance the atmosphere of delivery. Yet in education, there is a long history of its utilisation carrying negative connotations. **Mark Tsagas'** action research project challenges this long-standing adversarial predisposition and, in line with recent literature, evidences its strength as a pedagogical technique for enhancing student cognition, prompting active learning and facilitating deeper engagement.

Karen Bugeja examines the inclusion of disabled students in a primary state school in the Maltese islands, highlighting significant challenges such as higher early school leaving rates and inadequate preparation for employment. Using a mixed-method approach, the study found that prejudices among educators and inadequate training hinder true inclusion, leading to mere integration instead. The research underscores the need for effective training and

advocates for a shift from a deficit-thinking approach to a rights-based perspective on inclusion among educators and parents/guardians.

Fareeha Syeda Ziyen investigates the understanding, awareness and attitudes of Mental Health and Allied Professionals (MHaAP) towards working with children with Special Education Needs (SEN) in Pakistan. Using a questionnaire, the study identified five key factors influencing attitudes and awareness: education and training, policies and legislation, resource availability, cultural beliefs and collaboration with parents. The research suggests strategies to improve support for children with SEN and calls for future studies to include qualitative interviews and broader provincial representation to enhance comprehension of MHaAP's perspectives on SEN in Pakistan.

Our guest writer this month is **Maria Assunção Flores**. Maria is currently the Director of the Research Centre on Child Studies at the University of Minho, a member of the Council of the Info-Ted - International Forum for Teacher Educator Development, and on the Board of the Teacher Education Policy in Europe. She is currently executive director of the journal, *Teachers and Teaching Theory and Practice* and associate editor of the *Journal of Teacher Education*.

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Maria's article discusses the complex and multifaceted nature of quality in teacher education, highlighting the lack of consensus on what constitutes quality and how it should be assessed. It emphasizes the need to consider political, social and cultural contexts, and criticizes standards-driven approaches for potentially reducing the role of teachers to mere technicians. The article calls for a broader understanding of teacher quality that includes ethical, social and cultural dimensions, and advocates for a critical examination of what evidence is used to define quality and for what purpose.

As always, we hope that you enjoy the collection of articles in this issue of the periodical. If you are interested in writing for this publication, please contact members of the editorial team. ■