

Editorial

Gerry Czerniawski

We begin this issue of RiTE with an article, from **Paula Daines**, exploring her chosen data collection methods for a two-year, small-scale study following the experiences of six career-changing females who retrained as primary teachers, in England. This research has been conducted as part of a professional doctorate in education (EdD) at the University of East London, in the UK. The aim of Paula's research is to extend knowledge and understanding of female career-changing early career teachers (ECTs), who have just qualified as primary practitioners. **Michelle Thomason's** paper explores the lived experiences of Media teachers in England amidst the A-level Media Studies curriculum reforms, through a netnographic study of interactions on an online professional community of practice on Facebook. The research is a pilot study conducted as part of a broader piece of doctoral research by the author, a teacher–researcher embedded in the teaching community under research.

Josh Randall, in his article, examines how physical education (PE) can often be seen to have traditional values which question the holistic and inclusive nature of how the subject is

delivered to students. Teaching with innovative teaching models highlights how the emotional states of young people can be positively impacted when considering how they view the subject before, during and after they have completed their learning time. Josh's article considers two cohorts of students, one with no additional learning needs and one with various learning difficulties. It also examines mainstream and special school environments and discusses which environments have greater effects on young people's lives.

In their paper **Shreyan Acharya** and **Eesha Kapoor** highlight the importance of innovative solutions and interventions in the field of school education in India to actualise the aims of the Right to Education, National Education Policy (NEP) of 2020 as well as Sustainable Development Goal 4 of the United Nations. Play-based learning in early childhood education not only gives the children a chance to learn while playing but also teaches them some very important life skills such as decision-making, self-motivated learning, cooperation, along with honing their social and emotional skills. Their paper draws

attention to early childhood care and education (ECCE) in a post-pandemic era by providing a case study of a Montessori lab established within a Delhi government school. The authors assessing this work against the Developmental Milestones Framework which emphasises growth in five areas: cognitive, social, emotional, physical and language.

In light of low levels of classroom teacher well-being in the UK, which have negatively impacted teacher retention, **Miriam Abdulkadir's** systematic review examines the causes of low levels of teacher well-being (Ofsted, 2019a). Her paper identifies strategies that can be implemented with the aim of positively impacting teacher well-being and, potentially, retention. The author's review involved a thorough search for literature in relation to teacher well-being.

Using mixed methods research **Phoebe Sutton-Watson** and **Kate Firks** sought both parent and teacher perspectives on whether teacher training in primary mainstream education is effective when it comes to support for pupils with Autism Spectrum Condition (ASC) with a specific focus on effective

communication. Their study concluded that it is essential for both parties to work collaboratively in order to maximise communication support.

Our guest writer this month is **Eline Vanassche**. Eline is associate professor at KU Leuven Kulak (Belgium). She is a former Marie Skłodowska-Curie fellow at the University of East London (United Kingdom) and assistant professor at Maastricht University (the Netherlands). In her article, Eline adopts what she describes as a sociocultural anthropologist's gaze (Geertz, 1973; Bernard & Gravlee, 2014). Her intent? To study the reality of English teacher education in its extraordinary history, diversity and complexities. Eline's 'findings' shared in this beautifully critical and reflective piece of writing are, in her words, "disparate, offering insights into teacher education in England and beyond". While these findings address a variety of topics, her intention is for them to collectively provide some insights on the (not so) curious case of English teacher education.

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. ■

REFERENCES

Geertz, C. (1973) *The interpretation of cultures*. New York: Basic Books.