

Editorial

Welcome to Volume 9.1 of Educationalfutures. This is my third edition as Editor and has been published to coincide with the 14th annual BESA Conference at the end of June 2018. It consists of four papers and 3 book reviews which are particularly appropriate for one of the main themes of the conference 'Values and Value in Education.' Once again I am indebted to the reviewers of the articles published here for their professional dedication in not just reviewing, but guiding and advising authors in a constructive and thorough manner to ensure articles of the highest quality are published. This has left us with some excellent article in progress, a number of which are from international sources.

This is also the first publication since our audit by Taylor and Francis who praised the high quality of articles in Educationalfutures and is testimony to the efforts of all concerned. It is also worth mentioning here that our sister journal for early career researchers, Transformations, will also be published alongside Educationalfutures for the Conference and will be the first Edition published since 2015, a fantastic effort from the new Editor Sarah Evans and her team of reviewers.

Our first article is by a former editor of Educationalfutures Trevor Male of UCL's Institute of Education. This is a critical look at the state of research into leadership education in England in the 20 years since 1997. In an enlightening review of the way research is carried out and then used, particularly by educational policy makers and government the article forms a lament of the minimal approach to academic studies of educational leadership. In a carefully considered critical analysis of published papers from the two leading academic journals on educational leadership in England it notes less than 20% of their published papers focus on leadership and questions the empirical outcomes from some of these suggesting their persuasiveness still underpins educational policy and is used to support educational initiatives. This leads the article to call for more opportunities for domestic research and publication on educational leadership in UK journals and national conferences and detailed and focused research into school leadership.

Our second article by Jessie Bustillos Morales and Sandra Abegglen of London Metropolitan University builds on the theme of the sources of educational policy. This

article looks at the way discourse, particularly politically framed discourse has been used to support a neo-liberal approach to the field of educational studies. Using a Foucauldian notion of discourse, the article discusses the way neoliberalism has dominated the discourse on education to form pressures to create an economically drive educational political framework. This framework puts pressure on educational policymakers and education as a subject which the authors critique as being co-opted by government agendas.

Our third article by Harriet Pattison of Liverpool Hope University also uses discourse analysis to look at the way home education is often set aside as non-mainstream by the media, educationalist, policymakers and politicians alike. This article researches the terminology used in publications about home education and most interestingly assesses the use of terminology by home educators themselves. The paper finds that through home education is seen as an alternative to mainstream education but significantly is kept apart from mainstream education by this discursive contribution. It concludes that changing patterns of discourse around home education might help to increase diversity, inclusion and opportunity within education.

Our final article is by Sarah Telfer and Daniela Bacova from the University of Bolton. This paper considers anecdotes in the classroom and looks at how anecdotal stories can be used pedagogically to aid the understanding and learning of ESOL (English as a Second Language) students. Using reflective posts from trainee teachers it analyses how they used anecdotal storytelling to enhance a 'participatory' approach to ESOL/literacy teaching. By extracting key statements, it provides a theoretical framework of the teachers' anecdotal storytelling to provide enhancements to classroom practice and student participation.

Our book reviews are by myself, Joe Gazdula, Andrew Morrison, and one of BESA's greatest supporters, Stephen Ward. My review is of a book by another great BESA stalwart Cathal O'Siochru. Cathal's book 'Psychology and the Study of Education: Critical perspectives on developing theories' is a collection of texts on how learning happens. This is not just another psychology of education book. As an educationalist, many psychology books dealing with education fall into heavy psychological theory and then try too hard to explain it to you. This is different because it really does engage the concept of learning as a primary function and builds into a great overview of how

learning and psychology go hand in hand. A great book for educationalists who want to understand more about how we learn from a psychological perspective. Ian Gilbert's book *The Working Class: Poverty Education and Alternative Voices*, is reviewed by Andrew Morrison. Andrew finds the book useful for a broad educational readership including teachers, your workers etc. This books focus is on the history of and sociology of education and Andrew finds it achieves this aim well. Our final book review is Stephen Wards review of Alex Renton's 'Stiff Upper Lip: Secrets, crimes and schooling of a ruling class' will be a hard read for some as this book is about the sometimes ugly experiences of upper-middle class boarding schools. Stephen always manages to comment on the sensitive issues with authority and style and while I suspect some might find the book a tough read in places, Stephen gives a sensitive and succinct overview.

In summary, I suspect many of us are preparing for and looking forward to the BESA 2018 Conference at the University of Bolton and are very busy in our day to day work, but if you have not been to a BESA Conference please remember it is where many of the articles for *Educationalutures* and *Transformations* begin. I hope you enjoy this edition as much as I have enjoyed editing it and look forward to seeing your future articles and perhaps even meeting you at our 2018 conference.

Joe Gazdula

Editor