

Editorial

Welcome to the 3rd edition of *Transformations* journal. It has been another fantastic year for me as editor in my aim to continue to give a platform to demonstrate more exceptional student papers. As always, enormous thanks must be given to the exceptional team behind each edition. In the shared goal of showcasing high-level student work, every member of *Transformations* review panel consistently brings their professional diligence and expertise to the journal. Many thanks also to the continued support of the BESA Executive Committee, and to Joe Gazdula in particular – editor of BESA's main journal, *EducationalFutures* – who has consistently aided the growth of *Transformations* through his support and advice. Finally, thanks must go to the authors, without whom there would be no journal. This edition presents 3 high quality papers in a range of fields.

Firstly, Ross Phillips provides a detailed and insightful literature review exploring the potential links between genetics and Specific Learning Difficulties (SpLD). Through reviewing a wide range of literature, the Phillips examines the diverse elements involved in diagnosing additional learning needs, such as the comorbidity of various individual SpLD, and potential related environmental factors. This paper also identifies potential gaps in the literature and suggests areas for potential further research.

Secondly, Antonia Shevlin details the findings of her empirical research into the retrospective psychological effects of bullying experienced in school, and its consequences for adulthood. Shevlin's small-scale study examines how individuals view their experiences retrospectively and gleans insight into the potential lasting effects of bullying into adulthood. The discussion asks important questions about the impact of attitudes of previously bullied individuals on their parental choices for their own children's schooling.

Finally, Ayesha Lohar explores early childhood care provision in relation to specific goals outlined by the Organisation for Economic Co-operation and Development (OECD) study. In her report, Lohar takes a critical stance of the agenda set out in the OECDs study, by examining the tensions between economic objectives and holistic approaches to education. She also outlines some important implications of

assessment in Early Years education and makes recommendations to address some of these issues.

All three of these papers explore interesting subjects and examine potentially important implications within their respective fields. Yet again, it has been a pleasure to bring together an edition of such high-level student work; I hope you enjoy this edition of *Transformations*.

Regards,

Sarah Evans
Editor

Please send any questions about the journal, or prospective papers, to:
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