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Foreword

Welcome to Vol 11.2 of Educational Futures, our second Volume of 2020. It seems quite a while since I last edited a journal and I can only express my gratitude and great appreciation to our excellent Editors, Sarah Evans and Victoria Blinkhorn for the high-quality editions they produced. Sarah and Victoria give us great strength in depth in the Editorial Team and hopefully it won't be too long before we hear from them again.

Sadly in some ways this is possibly our last journal in its current format with articles and book reviews but I am really excited about our new format which will include a section with a number of short papers of examples of teaching excellence. The **Excellentia Doctrinae** section will publish a selected number of double-blind peer-reviewed papers of approximately 2000 words which will highlight exemplar teaching practice. These will be theoretically justified teaching sessions which highlight the excellent work many of you do and should count as REF publications in our journal. We anticipate these papers will come from all sectors of education and provide ideas, outline plans and a focus for discussion among the BESA Membership and beyond. Start digging your great lessons out folks!

This edition has four fine articles which might be said to feature the common theme of resilience. Our first article is by Carrie Adamson which looks at Home and Alternative Education as Places of Emotional Refuge. Carrie has conducted some excellent and much needed research into the growing number children being educated at home and in alternative places for education. In a qualitative study of parents, she finds somewhat disappointingly that home education is due in part to a wish to avoid various aspects of mainstream education provision but on a positive note recognises the way education is changing to provide for the emotional needs of children with the growth of Forest Schools, Steiner and Montessori provision which are becoming state funded.

Our second paper is about building and supporting childhood resilience through interaction between adults and children by one of our regular contributors Zeta Williams-Brown and her team at Wolverhampton University. The study uses Q-methodology to gather subjective viewpoints from children on a programme called

Headstart and examines the type of support they valued. They found that children felt themselves to be resilient and valued the support they received from others, but that they did not value the role others played in tackling adversity in their personal lives. This paper recommends a collaborative approach between adults and children to building childhood resilience.

The third paper in this edition is by Caroline (Carly) Bagelman and is a really interesting critical look at the colonial aspects of Canadian education and the way it has affected the culture and lives of indigenous people in Canada. It comments on the different ways Canadian colonial indigenous education is now being discussed in education and the UK. This paper looks at the points made by two key academics in the field and it forms a critical evaluation of the way Euro-centric education can be accepted as the norm, even where there is a strong valuable culture of indigenous education, causing the latter to be subsumed by the Euro-centric colonial approach to education. This paper questions the teaching of colonialism in the UK in a thought-provoking way.

Our fourth paper is by Amanda Turner and Anastasija Jumatova and explores placement experiences and its effect on the professional identity development of trainee teachers in the post-compulsory sector. As someone who began his teaching career many years ago in the Further Education sector and knowing how diverse the sector is, I was really interested to read about the single placement approach studied here. As the most varied educational sector in the UK I perhaps should have been a little less surprised than I was that the authors found trainee teachers were experiencing a wide variety of teaching experiences from just a single placement, but that's further education - you can teach non accredited introductory courses in the morning and post graduate students in the afternoon.

Finally, we have a review from Thomas Feldges of an interesting book *International Handbook of Emotions in Education* by R. Pekrun and L. Linnenbrink-Garcia. This has been in the pipeline for a little while now, so it is a real pleasure to publish this as Thomas settles into his role at the Humboldt Universität Berlin, Institut für Erziehungswissenschaften.

I hope you enjoy this edition of Educational Futures and we would welcome contributions to our future volumes for any of our three sections: traditional academic articles, teaching excellence papers and book reviews.

Joe Gazdula

Editor, Educational Futures