

# Editorial

*Gerry Czerniawski*

We begin this issue with an article from colleagues in Germany about teachers' beliefs in relation to teaching multi-cultural learners.

**Svenja Hammer, Kara Mitchell Viesca, Timo Ehmke and Brandon Ernest Heinz** analysed the beliefs about multilingualism in school of in-service teachers from the US (n = 60) and Germany (n = 65), utilising a survey originally developed in German that was translated and adapted into English. Their results provide insight into cross-cultural differences between German and US teachers' beliefs, as well as a strong instrument in two languages to measure teachers' beliefs about multilingualism in schools.

In her article **Stephanie Messner** discusses the impact that an SPSS course can have on clinical degree students. Through action research she looks at the dissonance and resistance students exhibit as a result of their fear of statistics and what happens when she implements screencasts as an adjunct to standard methods of teaching. Action research is a topic that is also addressed by **Ruksana Mohammed**. In her article she reintroduces the concept of a/r/tography, not only as a methodology from art-based education in its own right, but also as one that can be used as a hybridised practice-oriented and action research-based methodology within teacher education - not just for dissertation or research purposes, but as something that should underpin all programme curriculum and pedagogy designed for the education of teachers.

Former UEL student **Rochelle Felix**, deconstructs the use of policy in a discussion that focuses on what a quality early childhood centre entails.

Given the increasingly market-driven and consumerist environment of higher education in the UK, **Jonathan Whiskerd** argues the importance of a 'partnership learning' approach, which requires engagement, investment and a sense of shared responsibility from both tutors and students. With specific reference to songwriting programmes, his article explores how widely-established best practice in teaching can be most effectively deployed in the design and delivery of specialised, industry-relevant creative workshops.

Our guest writer in this edition is **Gary McCulloch**. Gary is the inaugural Brian Simon Professor of History of Education, and founding director of the International Centre for Historical Research in Education (ICHRE) at UCL Institute of Education London. He is currently president of the British Educational Research Association (2017-2019) and editor of the British Journal of Educational Studies. His recent publications include *Educational Reform Legislation in the 20th Century* (ed., 2018), and *A Social History of Educational Studies and Research* (with Steven Cowan, 2018). Gary's article offers a scintillating analysis of the past, present and future of teacher education drawing on the work of Emile Durkheim. Durkheim was writing and lecturing over 100 years ago, as a professor of pedagogy, at the University of Paris.

Gary's article highlights the historic rupture between teacher education and the history of education that has taken place and the strong efforts that are being made to surmount this disjuncture.

This number's book review is provided by **Gurpinder Lalli** from the Institute of Education, University of Wolverhampton.