

Editorial

We begin this issue with an article from **David Morris** and **John Trushell**. They describe a small-scale empirical study grounded in teaching experience which draws upon two principal areas of research: psychological gender and attitudes towards programming and ICT (information and communications technology) in primary schools. **Daniel J. Ayres** explores implications for school- and university-based teacher educators in light of Initial Teacher Education (ITE) policy developments in England. His paper highlights the crucial roles that school-based mentors will be required to undertake as pre-service teacher education becomes increasingly school-led and heavily reliant on practical experience. **Evgenia Theodotou** reviews research literature related to intrinsic and extrinsic motivational theory, with particular focus on the concept of rewards. She discusses how this theoretical framework explains children's attitudes to learning. Whilst the centrality of mentoring to successful outcomes in ITE in England is uncontroversial and widely discussed, there has been less research on peer mentoring. **Elicia Lewis's** small-scale exploratory study addresses this shortfall by looking at whether peer mentoring in ITE can be mutually beneficial in developing each member's subject knowledge and pedagogy. **Pepita Torbrand's** action research intervention examined the use of questioning strategies in the classroom. Her study was conducted with an upper sixth-form psychology class at a west London further education college. The results showed that students reported experiencing increased learning due to underlying factors such as increased independent thinking, effective sharing of knowledge, and increased engagement, all resulting wholly or partly from the questioning strategy adopted. **Margaret Etherington** explores the extent to which teachers' workload, family commitments and other external factors impact on

the retention of MA participants. She argues that heavy job and family obligations are not necessarily predictors of failure to complete the course, and that personal values and aspirations can have a greater bearing on attaining the award than work/life balance.

Our guest writer is **David Wray**, Professor Emeritus at the University of Warwick. David taught in primary schools in the United Kingdom for ten years. He has served as President of the United Kingdom Reading Association, and edited its journal for eight years. He has published over 50 books, and over 150 chapters and articles, on aspects of literacy teaching and is best known for his work on developing teaching strategies to help students access the curriculum through literacy. His major publications include *Extending literacy* (Routledge), *Developing children's non-fiction writing* (Scholastic), *Literacy in the secondary school* (Fulton) and *Teaching literacy effectively* (Routledge Falmer). More recently he has begun new research programmes exploring the importance and teaching of handwriting, renewing the concept of readability and evaluating the educational use of mobile learning devices. In his article David explores some of the background to this problem and reports an investigation into the self-perceived competence in writing of teachers in training. This number's book reviews are provided by **Cathy Miyata**, **Shearon Gordon**, **Tracey Trimmer-Platman** and **Grant King**.

As always we hope that you enjoy the collection of articles in this issue. It is with great pleasure that we announce Professor Diane Mayer as our guest writer for the next (October 2014) edition of *RITE*.

Gerry Czerniawski