

Editorial

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Welcome to Volume 9, Issue 1 of EPRaP!

We are coming to the end of another busy year on the Doctorate in Educational Psychology at UEL. It is a time for reflection, endings and for looking to the future. Completing the doctorate is always an impressive achievement, but even more so for our current Year 3 whose first year was hugely disrupted due to the pandemic. We are proud to see passionate, innovative and critical psychologists enter the workforce. This year we said goodbye to Dr Mary Robinson who is enjoying her well earned retirement, and we are thrilled to have Dr Helena Bunn in her new role of Co-Programme Director, alongside Dr Miles Thomas. This is the last issue of EPRaP that was produced by Andy Talbot, our fantastic production manager. Having retired officially from UEL a number of years ago it is now time for him to move on from EPRaP as well. We are eternally grateful to Andy for his thorough and thoughtful approach, and for making EPRaP look so good.

Our current issue focuses on many important issues in contemporary educational psychology, underpinned in many instances by a commitment to critical educational psychology (Corcoran & Vassallo, 2023). Firstly, we hear from Dr Selone Ajewole who is completing her doctorate this summer — congratulations Selone. In her critical review of educational psychologist engagement with Black communities she calls on the profession to confront racism and oppression. Importantly, the paper integrates many themes highlighted in our issue on race and decolonisation (Williams, 2020) and recommends how professionals can engage better with Black communities.

Next, Dr Jemma Carter and Dr Esther Borrett review trauma-informed practice, writing in a practical way that will be of great value to educational psychologists and others working in education. Dr David Wright and colleagues' paper on a feasibility study into the Mediated Learning Support Assistant Programme encourages us to think about the psychological foundations of teaching and learning. This article builds on the Stanley-Duke et al. (2022) EPRaP article on the same intervention.

Bernard Dive & Dr Casey Edmonds help us to understand the process of autism diagnosis for parents of autistic children, by considering the meaning they make of the diagnostic process. Trainee educational psychologist Mick Doyle takes a critical psychology perspective in his review of the experiences of transgender young people and argues for

how educational psychologists can work meaningfully with this marginalised group.

Finally, thank you to trainee educational psychologist Hannah Gilson who shares two reviews with us: a review of the *Women of the World* talk and of the book *Square Pegs: Inclusivity, Compassion and Fitting In: A Guide for Schools*. These reviews are of resources that ask us to think differently, challenge the status quo and celebrate diversity.



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