

Editorial

Educate ~ was established to publish original theoretical and empirical work in education and its related fields. The richness and variety of studies carried out at the Institute of Education are reflected in the pages of the peer-reviewed journal that you are holding. Increasingly the journal is moving towards a widening of its scope. More work needs to be done in two directions; first, to attract papers from relatively new disciplines (ie, ICT) and from less represented disciplines, such as music education, and, second, to maintain contact with current academic, social, and political developments that have an impact on education.

Issues with wider implications for academia and academic thought, as for example the recent death of the philosopher Jacque Derrida, can and must have a place in Educate ~. Well argued reviews, critiques and commentaries on debates, policies and developments that influence educational thought and practice (ie, the recently published Tomlinson report), and embody a research perspective, will also be welcomed in this journal.

The wide diversity of disciplines, backgrounds, and writing style to be found among research students at the Institute of Education, will remain the pool from which this journal draws its submissions. This is what guarantees its continuing vitality, novelty and originality, as a journal, after four years of publication. This is apparent in the current issue which presents four critical reviews, three research papers and a book review.

The first of these critical reviews is by Stan Kadingdi and examines the recent history of educational policy development in Ghana, focusing on how changes in the political and economic circumstances of that country have interacted with the way education is organised. He suggests that, whilst progress has been made, a further commitment to actively involving teachers in the process of change, and adequately resourcing that change, is necessary - a criticism that could be made of the education system in the UK.

The second paper in this section, by Tristan McCowan, draws on literature from the areas of education and political philosophy in order to discuss citizenship and citizenship education. The approach he adopts does not deal with teaching methods and the school practice of citizenship *per se* but, instead, offers an analysis of the concept of citizenship education as an element of cohesion or division in society.

Fryni Paraskevopoulou's paper, the third in this section, originates in a different field; that of pre-school education. It examines the factors influencing educational interaction between teachers and young children. Her main focus is on aspects of positive classroom management and the wide range of factors influencing this process.

The last paper in this section, by John Smith, deals with a critical conceptual area in psychology, relevant to education, that of self-concept. Drawing on work by Sternberg, he proposes a dynamic, process-product modelling approach to organising various aspects of Self-concept as a construct. This is in order to develop an analytical system that can then be applied to a real life instance; that of the development of, and changes in, the self-concept of Beginning Teachers, undertaking a long course of education and professional training.

The Research Paper section contains three papers. Two of them draw on aspects of the study of history. However, they adopt different approaches.

The first paper in this section is by Margaret Conway. She examines the perceptions of young people and their teachers, and the role that these have, in the formation of historical

consciousness. The context of this development is that of the study of sensitive issues as made manifest in the teaching of school history.

Steve Cowan, in the second research paper, moves us into the area of the history of literacy. He explores the role and use of original documents, as new sources of evidence in this field, by examining the contexts in which reading and other relevant skills, such as listening and remembering, occurs.

Finally, the third paper, by Emma Kelty, addresses concerns about the apparent educational underperformance of deaf children and proposes the use of thinking skills programmes to support their needs. Her paper reports a pilot study, which used materials derived from the Somerset Thinking Skills Course, and discusses the implications of this type of approach.

In the Book Review section Ingrid Lunt reviews the 'Unwritten Rules of PhD Research' by Gordon Rugg and Marian Petrie, concluding that, both in style and coverage; it offers useful insights for the doctoral student engaged in such research.

We wish to thank all the authors who have submitted their work to *Educate ~*. We are determined to continue working in order to secure the highest quality of papers published in this journal. Our thanks go to the numerous people, both students and members of staff, who have been involved in the journal's peer review process and production.

We are looking forward to receiving new submissions and to welcoming you to one of our teams who work on peer review, production and distribution of the journal. Please contact the Editorial Board for more information on how to get involved!

The Editorial Board
December 2004