

Editorial

This issue is likely to be the last published by the Institute of Education, University of London. The next issue, due in March 2015, should be published by UCL's Institute of Education, assuming that the planned merger between UCL and the Institute of Education takes place as planned in December 2014.

With the change in identity, it seems very appropriate that in this issue we have two papers examining identity: Lynn P. Nygaard examines "The professional without a profession: An entrepreneurial response to supercomplexity in research environments?" and Kylie Budge looks at "Context and performativity in identity choices: artists, designers and the academy".

The issue begins with a research note from Tetsuko Watanabe on "The characteristics of English as taught in a British international primary school in Japan: a case study" and is followed by Olena Fimyar's critical review on "What is policy? In search of frameworks and definitions for non-Western contexts". The other research paper by Elham Torabian looks at "GATS/WTO and the global governance of education: An analysis of its impacts on teachers' professionalism".

Finally, we have three book reviews and abstracts from the Institute of Education's 2014 Doctoral School Summer Conference.

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