

## **Editorial**

Hitherto, the editors of *Educate~* have published one issue in the autumn term of an academic year and one issue in the summer term. This year, as a result of the large number of papers submitted to it, two summer term issues have been published. We felt that it was important that contributing authors, who had submitted their work by the necessary deadline, should have the opportunity for it to be published now rather than being held over for the autumn issue. The two issues (Volume 5, Issue 1 and Issue 2) reflect a range of different types of doctoral research work: in this they demonstrate the diversity of topics, methodological approaches and study contexts characteristic of doctoral research at the Institute of Education. Also apparent is the international nature of this research - and the international nature of the researchers undertaking it.

### **Volume 5, Issue 1**

At a time when the UK government, among others, has called for greater and more effective inter-professional collaboration between professionals involved in children's learning, Kairen Cullen, in the first research note of this issue, queries whether we understand how well teachers work with other teachers, let alone how teachers work with other professionals. Teacher effectiveness in another sense – that of school effectiveness and pupil learning is addressed in the research note by Lara Said: this examines primary mathematics teaching, in the context of the Maltese education system, and asks how pupil progress and teacher effectiveness may be related. Brenda Murray's paper, in the critical review section of this issue, has a very different focus. Brenda examines, through a critical evaluation of different perspectives, apparent in the use of the terms post-colonialism / post colonialism, the nature and impact of colonialism on the colonised and the coloniser, using Ireland as a case in point.

In the first research paper of this issue, Alejandra Cardini takes the reader to the Province of San Luis in Argentina, to ask to what extent specific educational reforms, in local contexts, respond to influences generally associated with the process of globalisation and the ways in which this might occur. She uses the development of Charter Schools in San Luis to explore these issues reflecting on the extent that international ideas can influence local contexts in countries quite different to those in which they first arose. The following paper, by Jane Clements, examines an historical event – the Holocaust – and asks what lessons can be learnt from studying this event. Her research suggests that experiencing 'Holocaust Education' may empower pupils to re-examine discourses around humanity and society and what constitutes 'difficult knowledge'. In the final research paper in this issue, Peter Ellis reports on an investigation into why medical practitioners, working as Disability Analysts, might be reluctant to embrace computer based training as part of their professional development activities. His report identifies issues that might be pertinent to other contexts including that of teacher professional development.

The editors wish to thank all those who have contributed to the production of this issue. We particularly thank those who submitted work for publication even if has not been published in this issue. We hope you find this issue thought provoking and informative.

The Editorial Board  
2005