

From the Editors

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Welcome to this summer edition of *The Scottish Educational Review*, another edition assembled and going to press in the conditions of the Covid-19 pandemic. We would like to sincerely acknowledge and thank our reviewers and contributors who have strained to assist us in the production of this edition. Caroline Maloney, our SER administrator, is standing down over the summer and we would like to record our deep gratitude to Caroline for her efficient and generous support of the journal.

The easing of lockdown and the cautious reopening of aspects of social and institutional life in this present moment is welcome, and ignites hope for a new academic year freed from the privations and restrictions required to protect public health. One point of reflection we offer is around the obvious contrast between the behaviour of frontline workers, particularly those in the health professions, and the naivety of neoliberal dogmas of the market and the person as a utility maximising individual. We have witnessed heroic professionalism and self-sacrifice during this pandemic, inexplicable in terms of transactional remuneration or personal interest.

Education is inescapably demanding of time and the institutional life course in modernity means that for some their significant years of high stakes education have coincided with the dislocations and disruptions of this pandemic. Teachers and support staff have been called upon, while contending with family responsibilities and the risk of infection, to maintain the provision of education for our children and young people. So perhaps it is fitting that the two main thematics that bring together the work in this edition relate to the teacher and conceptions of lifelong learning.

There is a global interest in the provision of initial teacher education as a foundational dimension underpinning the achievement of teacher quality and its relation to high performing education systems. **Kennedy, Beck and Shanks** present what they conceive of as a context-specific framework for identifying the quality of initial teacher education (ITE). This work arises from their ongoing work within 'Measuring Quality in Initial Teacher Education' (MQuITE) project. Questions of quality and judgment and measurement are both complex and contentious and, in relation to initial teacher education, involve multiple stakeholder groups. This new framework is a recent development within the Scottish context and will be of interest to a much wider audience.

Teachers who routinely experience challenging forms of behaviour from pupils face more of a risk to their mental health and wellbeing. **Paterson, Taylor and Young** take an empathetic view of both the emotional labour of teachers and of the underlying distress and trauma behind behaviour that challenges. Their paper interrogates the utility of compassion fatigue as an explanatory concept in understanding the difficult, complex, and potentially harmful emotional climate that challenging behaviour creates for teachers and schools.

In a further reminder of the complexity of teaching and areas of specialism, the sensitive domain of teacher perceptions of the emotional awareness and self-regulation of pupils on the autism spectrum is explored in the contribution by **Smith and Mercieca**. Pupils diagnosed with autism spectrum conditions can find social interaction difficult with emotional dysregulation being common. Using a survey approach, this research with special education teachers engages with the teaching of concepts related to emotion, regulation, and the development of emotional competence. It notes the intense involvement of the teachers with their pupils and the need for collaboration and professional knowledge to support practice in this area.

Morantes-Africano's analysis of the Counter-Terrorism and Security Act 2015 is a reminder of the teacher's role as continuously open to extension and co-option by the State in its response to multiple threats, dangers and stresses in the social order. The Prevent Duty at the centre of this policy is considered in its formulation and in the complexities of its implementation. A number of Foucauldian ideas are deployed to interrogate this exercise of power which imposes on teachers a duty to prevent terrorism and promote British values.

In a crisis moment when education is restricted and disrupted, with a disproportionate impact on children and young people with little or no cushioning from reserves of economic and cultural capital, access and opportunity for lifelong learning takes on a new appeal. **Loumpourdi's** paper critically considers the key competences for lifelong learning adopted by the European Union. Using a capabilities approach, the absence of a necessary integration within a wider progressive policy agenda together with the individualisation and narrow conception of this stream of policy is found to be at best inadequate and limiting in pursuit of a balanced and realistic promotion of lifelong learning.

The edition closes with **Redford's** regular summary of Education in the Scottish Parliament which captures a moment in which the government responded to the unprecedented impact of the pandemic on schools, universities, and the examinations system.

Please continue to support the journal by submitting your work and encouraging submissions from colleagues. As editors we would again call for the assistance of the research community in supporting this journal's bifocal stance in looking to publish quality research of international interest while being true to our long service of educational research in Scotland.