

Editorial

We begin this issue of *RiTE* with an article from **Paulet Brown-Wilsher** in which she highlights some of the early educational barriers resulting from the Covid-19 pandemic by exploring them through Scholssberg et al.'s (1984) transition theory of 'moving in', 'moving through' and 'moving out' of a situation, which is in this case the pandemic. Acknowledging that the introduction of Pupil Premium funding marked a renewed focus by the UK government on addressing the disparities in educational outcomes between students from disadvantaged backgrounds and their peers, **Faizaan Ahmed** reflects on his school's multi-year project aimed at addressing specific challenges facing students and what lessons can be taken forward.

Over recent years there has been a growing body of research which considers the experiences of siblings and their families who must cope with difficult challenges which are not fully understood by professionals (Opperman and Alant, 2003). **Grace Williams** contributes to this body of research by seeking to explore the impact of having a disabled sibling with a focus on autism. Her sample includes five individuals from different families; four of the participants have a sibling with autism and one participant has a sibling with down syndrome. **Nicholas Balmsforth** details a four-phase working methodological model for action research that he has found useful as a librarian new to action research. The flexible model provides guidance on the methodological model as part of the research process. The article applies the model to the question of how to motivate Art and Design students to research using their library. In doing so, the article highlights the multitude of possible elements that both underpin and might best respond to library under-use among Art and Design students. **Karen Stephens** explores teachers' perceptions of creativity and how those perceptions relate to primary science lessons. Using an ontological interpretivist paradigm conducted within a small-scale case study, Karen identifies themes to foster a theory based on teacher perceptions of creativity.

Our guest writer this month is **Professor Mary James**, former President of the British Educational Research Association (BERA). In a critically reflective historical account of some of the people, policies and places she has been involved in during a

career spanning over half a century as a teacher, academic and researcher, Mary offers complex hope of a new age of innovation in curriculum, pedagogy and assessment.

As always, we hope that you enjoy the collection of articles in this issue of the periodical. If you are interested in writing for this publication, please contact members of the editorial team.

Gerry Czerniawski