

# Editorial

*Gerry Czerniawski*

We begin this issue with an article from **Iona Burnell**. Her work centres around research conducted into the experiences and perspectives of a sample of non-traditional learners in HE. For these students, entry into



Higher Education has been made possible by widening participation policies and practice, and non-traditional routes such as access courses. The findings of the research are based on interviews with participants, all of whom are, or have been, mature working-class students in universities.

**Jodi Roffey-Barentsen's** small-scale case study explores the experiences and perceptions of students on their first year of HE study in a further education institution. Reflecting on their transition, the purpose was to identify strategies to address students' anxieties. Her findings suggest more information be made available before or at the beginning of a programme, by providing opportunities to sit in on lessons, speak to students and access reading lists.

In his article, **Christopher Dalladay** summarises some of the key features of a doctoral research study into the influence that music teacher biography (background, education, environment) has on their practice as a teacher in the secondary music classroom in England. The research focuses principally on the development of a range of competencies and learning contexts necessary to the growing musician, and how far these can be observed in the activities in which the young people participate in the

classroom and the priorities placed upon them by the teachers. **Nasima Hassan and Kamal Ahmed** write about their case study investigating how multilingual competencies in a madrasah in Tower Hamlets, an east London borough, are utilised through translanguaging, to teach the core content of the curriculum. The authors demonstrate how a variety of languages can be, and are being, employed effectively within classroom environments in the supplementary sector by observing how teachers and students combine and alternate between Arabic, Urdu, Sylheti and English to engage with the curriculum content.

The home learning environment (HLE) has been shown to be a significant predictor of subsequent attainment at school. In his article, **Neil Herrington** considers a number of studies in this area and puts forward the possibility of enhancing the HLE through techniques associated with place-based education and the use of the 'local'. Barriers to such an approach are explored as are a number of factors which would facilitate this way forward.

**Chris Tyrrell**, focuses on his own practice as subject leader for mathematics on a university-based PGCE Initial Teacher Education (ITE) programme. By using a mixed methods paradigm and an action research methodology, he explores elements of that practice and places them in the context of recent developments in the sector, notably the introduction of the revised national curriculum in 2014 and the Carter review in 2015.

Writing about steel bands and their

introduction, over time, in British schools, **Lionel McCalman** examines how far we have come in the last 40 years, in forging a music curriculum in schools under a truly multicultural umbrella.

Our guest writer is **Kari Smith**, Professor (PhD) of Education on the Programme for Teacher Education (PLU), Norwegian University of Science and Technology (NTNU) and the University of Bergen. Kari's main research interests are teacher education, professional development, mentoring novice teachers and assessment for, and of, learning. She has published widely and has given invited talks in Australia, New Zealand, China, Dubai, Korea, Singapore, Africa, USA, South America, Europe, Israel and in her own country, Norway. Kari is a founding member of the International Forum for Teacher Educator Development (InFoTED). In this, her first article in the journal, she elaborates on the understanding of the concept 'research-based' teacher education, arguing that developing teacher educators' research competence is a neglected challenge, as also is the need for protected time for teacher educators to engage in research.

This number's book reviews are provided by **Rose White, Mark Tymms, Neil Herrington and Zarina Waheed**.

As always we hope that you enjoy the collection of articles in this issue of the periodical. It is with great pleasure then that we announce **Professor Simone White** as our guest writer for the next (May 2016) edition of RiTE.