

The importance of local authorities, Head teachers and teachers in school and in further education is the focus of this edition. Peter Murphy's memoir of one eminent Head teacher, R.F. MacKenzie, draws our attention to the vital and often imaginative role of the Head teacher. Whereas MacKenzie, whilst Head teacher of Summerhill Academy, challenged the Aberdonian, and Scottish, educational establishments, he did draw back into learning swathes of a school population previously disenchanted with schooling. His methods certainly raised eyebrows, as his dismissal from Head teaching demonstrated, but his words, fortunately published, linger on: '...we began to get glimpses of how a Scottish cultural revolution might be set in motion', and '...the school had a distinguished staff capable of translating the dream into reality'.

The current role for teachers and other key educational players may be little changed from that of their predecessors, specifically ensuring the efficacy of policies as they get embedded into practice, but the substance of what is now being proposed in education, is vastly different to that of MacKenzie's day, so chronologically recent yet so politically distant. Central oversight codifies and imposes in detail some of the very values of social justice and inclusion that MacKenzie was castigated for pursuing individually. Now, as articles in this edition delineate, Head teachers and teachers in schools and FE colleges, are required to promote better behaviour in schools; to work with appropriate curricula to support the values of social justice and improved citizenship; to integrate school students' employment with accreditation for their formal learning; to recognise the reasons for self-exclusion by Gypsy/ Traveller children and families and to work to overcome these barriers; to expand and develop the possibilities for both relevant literacy policies and practices and to address e-learning in FE colleges. Our Scottish educational climate, indeed, is alive in its diversity.

In his article on Better Learning: Better Behaviour, George Head notes that whilst the SEED has developed policies focused on 'appropriate behaviour', for young people experiencing social, emotional or behavioural difficulties (SEBD), the development should be focused on 'learning behaviour'. He argues that pedagogy of learning is specifically metacognition and a meditational style of teaching - allows conceptualisation of SEBD as a learning difficulty. It is also the way, he argues, to support teachers who have to deal with SEBD as not just a behavioural problem - requiring the use of 'assertive discipline' or 'positive behaviour' - but also as a form of learning difficulty located, therefore, within the context of social justice and the rights agenda.

Social justice, tolerance and human rights issues, indelibly linked to citizenship education, were addressed in the article by Cowan and Maitles. The authors suggest that Holocaust education can make a significant contribution to citizenship by developing pupils' understandings of justice, tolerance, human rights issues. Initial findings from a small-scale SEED-supported research project into attitudes of P7 pupils before and after Holocaust teaching, indicate an improvement in pupils' values and attitudes after the teaching. Yet, they state, an anti-English sentiment continues unabated. They suggest that pupils' self perceived knowledge and values improved after learning about the Holocaust: this had impact upon attitudes to gypsy travellers and refugees. Whilst this is a positive and welcome development, and an indication of the benefit of Holocaust studies for citizenship in the curriculum, the authors caution against reading too much into the findings. Further, more long-term research, may yet water down these positive development.

The results of another small-scale research project, this time into employment of school students, makes interesting reading. The authors, McKechnie, Stack and Hobbs, note that school students in years S3 and S4 appear to hold jobs and

work satisfactorily towards the achievement of educational qualifications. This is a finding from the study the employment histories of 716 students in S3 and S4 in urban and rural areas of Scotland. They found that learners living in rural areas were more likely to be in paid employment and that gender influenced the types of work undertaken. In light of the debates on accreditation and students' educational profiles, the authors suggest that paid employment may be a useful adjunct to other indicators of achievement. They draw attention to "Determined to Succeed", a Scottish Executive Report (2002) which alludes to the possibility of some form of accreditation for work-based learning. However, they suggest that there is a need for more detailed information about the character of child and adolescent work. Their research is directed to that focus and although there are fascinating insights into school students' employment, they note that there is a need for a cautious, evidence-based approach to any developments in this area.

In her article on the education of Gypsy/Travellers, Pauline Padfield argues that despite official attempts to provide more flexible educational environments for Gypsy/Traveller children, families remain unconvinced about safety and support for their cultures: these anxieties result in the continuing high levels of self-exclusion. The author undertook an investigation into the enrolment, attendance and attainment of Gypsy/Traveller school-aged children. She found that issues of identity, fear and contradiction appear to constrain official attempts to include such pupils within state education. Although Guidance from the Scottish Executive suggests schools develop more flexible ways of delivering the curriculum, this being of benefit to all learners, including Gypsy/Traveller children, the author proposes that another way forward may be to designate and assign a member of teaching staff to the educational care of children of Gypsy/Traveller families. She concludes by urging consideration of ICT as a means to support the access of Gypsy/Traveller learners to an appropriate and progressive curriculum.

In fact, the development of skills in ICT is of interest across all levels of education. Cornelius and Gordon focus on e-learning by lecturers in FE. They note that although Virtual Learning Environments have been adopted in the majority of Scottish FE colleges, few staff have experience of them. The authors suggest that there is a pressing need for training in e-learning as part of professional development programmes and core lecturer training. Using evaluation data from a training workshop the authors support their call for further training for FE lecturers.

Developments in Further Education also formed the basis of June Smith's article. She notes that literacy has featured in many SEED policies in support of social inclusion and widening participation: many of these initiatives have been taken up in relation to school education, but few have resonated with Scottish Further Education. Yet, since the election of the Labour Government in 1997, and particularly post-devolution, FE has been viewed as a major player in helping the government achieve its social inclusion and widening participation agendas. Drawing upon data from a funded project, the author notes that whilst there may be discussions of 'literacy as deficit' there are fewer, yet perhaps more useful, discourses around 'literacy as social practice'.

As noted at the beginning of our Editorial, the memoir of R.F. MacKenzie is written by Peter Murphy, a former head teacher, author and now councillor. As Head of Summerhill Academy, MacKenzie attempted to draw into the excitement of learning, those pupils who had removed themselves — physically perhaps, mentally certainly — and had become a 'dissident minority'. Such concerns continue. But exclusion is not now just self-exclusion but is also part of a policy process. Gillean McCluskey's article draws attention to the use of exclusion as an indicator of performance. She suggests that control and surveillance in educational settings cannot bring about 'workpeace' which both staff and students seek. Using data obtained from a small-scale study, she interrogates the 'discipline process' and

Guidance advice from the Scottish Executive. Like MacKenzie, who forcefully argued that education is a force for social control, and similar to his memoir writer, who suggests, hopefully, that MacKenzie's insights, ideas and influences yet may be upheld by the Scottish Parliament, McCluskey concludes her article with the view that the benefits of education need to be felt by learners, and therefore appreciated, rather than merely administered in a policy vacuum. It is up to the Scottish Executive, she suggests, to take this task on board.

We are also delighted to publish our Book Reviews, edited most admirably by David Millar, and Education in the Scottish Parliament. Mark Priestly continues to provide incisive comments on parliamentary discussions about all aspects of education. We have been extremely grateful to Mark Priestly for his timely reminders that education continues to take centre stage in the business of devolved governance. However, with other commitments high on his agenda, he now prepares to pass this mantle to his colleague at Stirling University, Moria Redford. As an ex-teacher and archivist working on CPD programmes at the University, Moira will be well placed to collect and collate information about debates in Chamber and in Committees. We look forward to her first contribution in the next edition.

The next edition is also the time to instigate our exciting new development in new technology: we will commence a web-based SER. All past-articles will be available on the web, with the service operated through the University of Glasgow library. It is our intention to place on the website articles from SER 1997 until editions 18 months (3 editions) previous to the current publication. In this way, a wider audience can access the literature and contribute to the discussions raised.

It has been our intention to encourage discussion based on articles printed: we welcome all academic discourse and hope that the issues raised in the current edition may engender some debate. We have referred previously to the Special Edition of SER which has been made possible by the Professor Stanley Nisbet bequest. Under the editorship of Professor Ian Menter, it will focus upon Teacher Education and Professional Development and will be published in January 2006.

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Editor